



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Sudan University of Science and Technology**  
**College of Graduate Studies**  
**College of Education**



# **Oral Communication Barriers among Secondary Schools Sudanese Students**

**(A Case Study of Some Sudanese Secondary School Students  
at Khartoum Locality)**

**الشفهي لدي طلاب المدارس الثانوية السودانية معوقات التواصل**

**دراسة حالة بعض طلاب المدارس الثانوية بمحلية الخرطوم)**

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## **DEDICATION**

*To my parents, family and brothers*

*To those who love knowledge and are thirsty for getting it.*

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# **Oral Communication Barriers among Secondary Schools Sudanese Students**

## **1-0 Overview:**

This study aims to investigate the barriers of oral communication: A case study of Sudanese English Language students at secondary school in Khartoum locality. Oral communication is considered as one of the major skills of English language learning. Sudanese students have different difficulties when they want to communicate orally with their teachers and to each others. They find it difficult to converse in English in front of their classmates. They resort to the use of mother tongue to communicate orally with their teachers and classmates. This has a negative effect on the general standard of learning.

The main objective of this study is to investigate the above mentioned problems to find out whether the cause concerns the lack of vocabulary, confidence and motivation as well as interest of the part of the students. They feel afraid and anxious when they try to talk in English. Some English language teachers participate in these problems especially those lack experiences in teaching English through English and instead of this they teach English through mother tongue, therefore, they play a passive role.

Also the techniques of teaching oral communication effectively at secondary school may need tackling. Beside the cultural differences among the students, weakness in vocabulary, lack of grammatical and socio-linguistic competence are other factors. However, the barriers of oral communication aggravate gradually and it comes to existence as a real problem.

## **1-1 Statement of the Problem**

This study focuses on investigating the barriers of oral communication; A case study of Sudanese English Language student at secondary schools in Khartoum locality. Evidently, secondary English Language students find many difficulties when they try to talk to each others or to their teachers orally inside the classroom. Sometimes they lack confidence to do that. Other times, they feel afraid and anxious in addition to the absence of motivation to do that. It hopes that, this investigation will focus on the real and major barriers of oral communication. It aims of specifying studying tasks and oral communicative activities to be undertaken during the course as well as seeking the best ways of oral communication according to students' actual society' demand.

## **1-2 Objectives of the Study**

This study aims to devote a greater care to oral communication barriers. Thus the research specifies the following goals:

- 1/ to investigate whether secondary school students communicate in English inside and outside the classroom.
- 2/ to identify English listening and speaking skills barriers in the classroom.
- 3/ to find out the practical strategies for teaching English listening and speaking skill.

### **1-3 Questions of the Study**

The study of oral communication seeks to answer the following questions:

- 1/ why don't secondary school students communicate in English inside and outside the classroom?
- 2/ to what extent English listening and speaking skills practiced in the classroom?
- 3/ what are the practical strategies for teaching English listening and speaking skills?

### **1-4 Hypotheses of the Study**

In order to investigate the problems raised by the study and to answer the related questions. The following hypotheses will be examined.

- 1/ Secondary school students do not communicate in English inside and outside the classroom.
- 2/ English listening and speaking skills are not practiced in the classroom.
- 3/ There is no practical strategies for teaching English listening and speaking skills.

### **1-5 Significance of the Study**

English language in Sudan is a foreign language. In addition it is regarded as a second language in the country many years ago or even decades. This research is significant for Sudanese students at secondary schools because it may help them to overcome their oral communication barriers. It is also important for teachers as a guidance hoped to help teachers to teach effectively. And also important for every learner interested in learning English. Also it is important for the Sudanese ministry

of education because this research may assist in changing policies of English language learning at both basic and secondary schools.

### **1-6 Limitation of the Study**

This research is limited to investigating the barriers of oral communication (listening and speaking) in secondary schools in the year 2017 in Khartoum locality.

### **1-7 Scope of the Study**

This study consists of five chapters; Chapter one addressing the barriers of oral communication among Sudanese secondary schools students and its objectives questions, hypotheses and significance of this research, chapter two deals with literature review and theoretical information, chapter three focuses on methodology of the research and collecting of information and data, chapter four concentrates on the analysis of the information and discussion of the results, chapter five presents recommendations and the suggestions for further study.

### **1-8 Methodology**

The method of this study is descriptive and analytic, the aim of the present study is to investigate the oral communication barriers to Sudanese secondary schools students in Khartoum locality. A random sample of 70 teachers and 50 students participated in the study. Data was collected through a questionnaire (for teachers) and oral test (for students). Both questionnaire and test were standardized. Data analysis was accomplished through description and non-parametric analysis method using the (SPSS) statistical package program. The validity of the questionnaire and the oral test are evaluated by experts in the areas of educational research. To obtaining the same results if the same measurement is used more



than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable.

### **Sample of the Study**

This part of the study included the sample which consisted of two groups. Sudanese English language teachers (70 teachers) represent the community of teachers and Sudanese secondary schools students (50 students) represent the community of the students the two groups of the study are in Khartoum locality.

## *Chapter Two: Literature Review*

### **2-1 Introduction**

Oral communication is characterized as an essential item for discussion and reflection on the life of modern man, referred to his/her sporting, scientific, cultural and developmental analysis of the educational process in English. It is a part of everyday life. It covers his social, scientific and cultural life. Oral communication is a science that has been nourished by contributions from various specialists, who have conducted research in other branches of Science, including psychology, sociology, anthropology, linguistics and so on. Many theorists agree that communication is an inherent feature of human nature. For others oral communication is “A personal interactive and dynamic process that involves sending and receiving messages simultaneously in order to achieve mutual understanding, which is carried out through direct communication Channels or media attention. Much has been written on oral communication and there are diverse trends in the development of it in the process of teaching and learning a foreign language. Many authors have considered the importance of the topic. J. Richards (1985) maintained that the teaching of English language is a complex issue that includes several dimensions of the curriculum cultural, linguistic, and educational .So, effective program planning and use of methods to develop oral communication is necessary for any program to make it eligible for consideration. Factors such as motivation, interests, learning style, needs and abilities of the student should also be considered. P. Nightgown and N. Spade (1991), considered effective learning to communicate orally in English is related to factors such as motivation, skills, learning style and learning environment are conducive to the teacher in the classroom.

D. Freeman (1998), reported that what should be taken into account to develop oral communication skills in a foreign language individual difference, age, motivation for language learning, beliefs, emotional states and personality of the student. Cuba has conducted research on the topic of oral communication and application of communicative approach to develop communicative competence in the teaching and learning of foreign languages. These authors reported that in order to communicate orally through the use of a foreign language one should implement the communicative approach so that the communication activity designed favors the interaction process, where meanings are exchanged. This interaction is done through written and oral texts, which occur in a context with the use of communicative functions, which facilitate interaction and development of communication competence among students, so this process of communicative interaction, should be done using basic communication functions to enable the creation of dialogues, where the interactants can ask, answer, deny, assert, request and offer information. The teaching and learning of English is not static over time, but rather, a dynamic and interactive process, which helps to develop oral communication in that language. The method used by the teachers should be the result of their daily interaction with students, communication activities in relation to the context and learning needs, educational policies and attitudes towards learning languages. So, one may not find an ideal method, but should think about the design of those communicative activities that work best for students according to their situations, motivations and interests within a particular context. Oral communication makes it possible for students to develop their skills, express their needs, motivations, interests and aspirations in the communicative act, interacting in the social environment. This is so a social communicating process. Despite all the advance of the scientific and technological level, human beings continue express their aspiration to achieve their goals through the development of verbal

communicative activity, because any human action involves talking and trying to establish communication.

The communication activities can become a manifestation of the principle of unity between the activities, communication and personality. This principle means that the human personality is formed and developed in constant activity and in the process of communication. Since, the birth of man and throughout his life, it performs a number of activities and are constantly engaged in them, these two elements are essential in the process of character education, as there is no communication activity, they constitute a dialectical pair interaction and exert powerful influences on the development of man's personality. Communicative activities should be attractive and interesting to facilitate better communication. Students learn to listen, to say, to ask questions and interact in situations related to dialogues with their daily activities, their preferences, their views on various topics of promoting the development of oral communication in English. It is important to identify the gaps the students' understanding of texts in English that hinder the development of communication. *Hamid Abdel-Latif Sheikh Eldin Hamid (2015)*

## **2.2 Linguistic Competence**

Having gained some knowledge on oral communication and its importance, we can sum up that oral speech impacts us within society. It is through communication that we get things done. What is also important is competence when we are speaking. It is simply not talking informally, but building high level of comprehension of what we say, think or do. This is focused within a community of speakers or in other words linguistic competence. Linguistic competence is a term used by speech experts to describe how language is defined within a community of speakers. This term applies to mastering the combination of sounds, syntax and semantics known as the grammar of a language. Noam Chomsky defines linguistic competence as an idealized understanding of the rules` and construction of a given

language. This includes the distinct sounds used in the language, the combination of these sounds, the creation of sentences and the interpretation of a sentence. Once a speaker masters this set of rules, he or she can use this grammar to produce new phrases that will be understood by all speakers of the same language. It is essential for communication, since the individual will be able to automatically recognize and reject ungrammatical words used in an oral or written sentence. According to Noam Chomsky, competence is the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical ones. Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language; it is in contrast to the concept of linguistic performance, the way the language system is used in communication

### **2.3. Phonological Competence**

It involves the rules of combining sounds. Speakers of English, for example, know that an English word can end, but not begin with an “ing” sound. Phonological and discourse competences reveal the details of individual pronunciation work. Both terms deal directly with the ways how sounds are produced to decode meaning. Pennington (1990:p549) states that “the acquisition of phonological competence and discourse competence goes hand – in – hand

### **2.4 Lexical Competence**

It is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

### **2.5 Grammatical Competence**

It is the ability to recognize and produce the distinctive grammatical rules.

## **2.6 Discourse Competence**

To know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create correct speech. *Hamid Abdel-Latif Sheikh Eldin Hamid (2015)*.

## **2.7 Communication Skills**

Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech (Harmer, 2007p. 246).

### **2.7.1 Speaking and Listening**

Language use is intentional behavior. Speakers formulate their utterances with the goal of having their intentions recognized and recipients process a speaker's remarks with the goal of recognizing those intentions. To do this successfully requires a variety of skills. There is basic linguistic competence, of course – the phonological, morphological, and syntactic competencies that are required to use language. However, to use language to communicate successfully requires much more than linguistic competence (Hymes 1972). One must be able to translate intentions into words and do so in such a way that those intentions will be recognized by the recipient. And recipients must be able to engage in reasoning processes in order to recognize the speaker's intention. And all interactants must be able to do this in such a way so as to avoid offending each other.

## 2.7.2 Listening

The fundamental skill to acquire English language is listening. Listening is an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speaker is trying to express. (Thomson and Rubin, 1996, p.331) Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight show: According to (Buenos and Madrid and McLaren, 2006, p. 282) Listening is a psychological phenomenon, which takes place on a cognitive level inside people's head, and a social phenomenon, which develops interactivity between people and the atmosphere surrounding them. It considers listening is a complex process. (Noonan, 2001, p23) states that listening has six stages process consisting of; hearing, attending, understanding, remembering, evaluating and responding these stages occur in sequence and rapid succession. Deferral (1974p.115).

Effective Listening as Hornby (1995p.687) reported, to listen means to make an effort to hear somebody or something. Sudanese EFL learners have to focus on the effective listening for improving their oral communication skills of the TL. The learning of any language starts with listening skill. You cannot speak unless you listen; because the baby first listens to his parents and particularly to his/ her mother and after that he/she imitates her to make his/her own utterances. If a baby is born deaf, he cannot hear and yet he cannot speak. As a child does, the Sudanese EFL learners need to listen to different materials of English language to develop their skill of listening, and of course to develop their oral communication skills. If speech depends on hearing, Sudanese EFL learners must hear English from native speakers, their teachers, and colleagues, materials on films, on the radio, on tapes, on gramophone records, etc. A Barrett (1973p.79) mentions, 'Speech is a joint

game by the talker and the listener against the forces of confusion.’ For the purpose of being good speaker you have to learn to listen even to yourself: Learn to listen to yourself. And listen to the practices of the users of standard language. Compare your language with theirs, and weed out unusable words and forms. But listen to compare and to check yourself with the standard, not to find a new style of speaking. Barrett (1973p.168) As Chadha (2003) points out; careful listening is very important quality for effective oral communication. Do not interrupt the speaker unnecessarily. Allow him to complete his message. Of course, you should give him the indication that you are listening attentively and taking interest in his message. ‘Just as a nod of your head or a proper facial expression or a gesture can assure the speaker of your interest and attention in a face-to-face communication, your words like ‘yes’, ‘O.K.’, ‘fine’, ‘good’, ‘I understood’, ‘sure’ , ‘oh’, ‘really’ can effectively convey the idea that you are listening’. Chadha (2003p.306). According to Deferral (1974), listening skills can be improved by training. An executive and administrative staffs depend for success on their ability to listen and interpret what is said and sometimes what is not said! Willingness to listen is not enough.

The speaker may lack the ability to express his thoughts or feelings or even to convey facts clearly. However, careful listening is the beginning. ‘Even an exchange of information will not ensure that communication has taken place. Speaker may address a meeting or committee for a number of minutes without conveying what he is trying to convey’. Deferral (1974p.125). What happens is that neither party listening when the others speak? Deferral (1974) gives the following positive approaches for effective listening: pick out the dominant theme of the person speaking. When a communication is badly conveyed, you must still make the effort to register the message, try to receive the whole of what is said, not



merely compliments and pleasant messages but even those items which are not pleasing or contain adverse comment on your own actions or opinions. Also rid yourself of the habit of picking out one point made by a speaker and dwelling on it while he is continuing with others, which you will miss. As Deferral (1974) indicates, among the factors which tell against effective listening are the following: the pressures of other activities which seem to leave little time for listening with concentration. Earlier messages which have been received continue to interfere with the ability to concentrate on later messages; a conversation is interrupted so that the thread of it is lost and is never recaptured on its resumption.

The receiver attempts to listen to more than one person at a time and fails to register anything accurately. Messages are too long, or involved in the environment in which the individual has to work is physically noisy and unsettling, e.g. with the sounds of machinery in motion, traffic noises, or the movement of the people. The speaker has an unfamiliar dialect or is not using his native language and may therefore be hard to follow. The listener loses interest or patience and thus his concentration, the environment also has visual distractions, and the communicator is himself either consciously or unconsciously distracting or misleading. According to Deferral (1974p.127), there are some methods of acquiring experience in effective listening: make opportunities to serve as chairman, Secretary, or other officer of meetings and committees, discipline yourself to listen to selected radio or television talks or discussions and write down the main points made, listen to and summarize a group conversation, even if you do not official participant at a meeting. It is still possible to prepare your own report and compare it with an official report of the meeting, make a concentrated effort when listening to a longer speech or statement not to miss.

The situation for the recipient of an utterance is in many respects a mirror image of the situation for the speaker. Just as the speaker must be capable of performing a locutionary act, the recipient must be capable of comprehending that locutionary act. And similar to the speaker's situation, recognition of the locutionary act is not, by itself, sufficient for successful communication. Moreover, just as the speaker must balance competing concerns in formulating an utterance, so too must recipients have some awareness of these competing concerns in order to comprehend the speaker's meaning.

### **2.7.3. Types of Listening**

These types are suggested by Ershad Ahmed HR (2013).

#### **1. Superficial Listening**

In this type of listening the listener has little awareness of the content what is being said. The output in this type of listening is zero because the listener tends to ignore the message and is not able to concentrate on theme.

#### **2. Appreciate Listening**

The main purpose is to get enjoyment and pleasure. The output may be taking Appreciatepart in the entertainment process.

#### **3. Focused Listening**

It is involves listening for specific information. This is the most common type of listening that we practice in non-formal oral communication situations.

#### **4. Evaluate Listening**

It describes evaluation of the oral message or competency and developing alien of thought. Thus the main purpose of it is to evaluate the content of the oral message to select appropriate information

#### **5. Attentive Listening**

It demands a complete attention of the listener. The listener pays attention to all parts of the message that is a central idea, main points, supporting details, example and illustration.

#### **6. Content Listening**

It is to understand and retain the speaker's message. It doesn't matter you agree or disagree, approve or disapprove only that you understand

#### **7. Critical Listening**

It is to understand and evaluate the meaning of the speaker's message on several levels. When the purpose is accept or reject the message or to evaluate it critically.

#### **8. Empathetic Listening**

When we listen to a distressed friend who wants to share his feelings, we provide emotional and moral support in the form of empathetic listening.

### **2.7.4 Barriers of Listening in General**

These barriers of listening state by Ershad Ahmed HR at ANNA University. He mentioned that, a barrier is anything that hinders the way of communication.

#### **A/ Physical Barriers**

These consist of any sound that prevents a person from being heard. It occurs when the listener suffers from physical illness and fatigue, sleeplessness. It may arise due to the accent and pronunciation shortcomings of the speaker.

#### **B/ Psychological Barriers**

It covers the value system and behavioral aspects. Some examples where listening fails to be effective on account of people related factors as follow; the

speaker speaks in a shrill voice that doesn't reach the receiver. The speaker speaks very rapidly or with an accent that not clear. The receiver of the message does not consider the speaker to be well-formed. The receiver let the mind wander rather than stay focused on the message. It is difficult for the brain to digest the overload message. When the message is lengthy or illogical in sequencing, it becomes more painful to retain the concentration.

## **Barriers of Listening in Specific**

The following barriers is mentioned by (Underwood 1989)

1. Lack of control over the speed of speakers
2. Not being able to get thing is repeated.
3. The listener limited vocabulary.
4. Failure to recognize the signals.
5. Problem of interpretation.
6. Inability to concentrate
7. Establish learning habits.

### **2.7.5 Rules of Good Listening**

- The following are the rules of good listening:
- Stop Talking
- Stop thinking
- Remove distraction
- Don't let your mind wander
- Don't pre-judge
- Be patient

- Empathize with the speaker.
- Take notes.

## **2.8 Speaking**

The second basic skill deals with speaking, undoubtedly speaking is important in a second language acquisition process. Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Buenos, Madrid and McLaren, 2006p. 321). Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they can't speak it.

### **2.8.1 Characteristics of Speaking**

Speaking skill is necessary to communicate with others. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney & Burk, 1998, p.13). According to Flores & Ann (1999), the form and the meaning of speech are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. He adds that speaking is often spontaneous, open-ended, and evolving.

There are many sub-skills under the heading of „speaking skills“ such as pronunciation and fluency. In fact, Brown (1994 as cited in Flores & Ann, 1999) suggests that speaking might include the following skills:

1. Producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
2. Using grammar structures accurately.
3. Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives.
4. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.
5. Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension.
6. Using gestures or body language.
7. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammatical structures to maximize listener comprehension and involvement.

Levelts (1989) suggests four main processes of speech production. These are conceptualization, formulation, articulation, and self-monitoring. In addition, Zuraidah (2008, p.1) says that “Speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self-esteem and enthusiasm”. Furthermore, Richards and Schmidt (2002) discuss the characteristics of an effective speech act.

They say that an effective speech act should involve a combination of four competencies: grammatical competence (grammar, vocabulary,

phonology, and semantics), sociolinguistic competence (appropriateness, pragmatics, and role relationship), discourse competence (speech events, cohesion, and coherence), and strategic competence (knowledge of strategic competence to compensate weakness).

It has been noticed that, teaching speaking can be said to be relatively ignored in secondary schools. Most of teachers seem to focus more on written skills rather than on oral ones. Most of the time students are silent in class, and rarely active in oral activities. In most cases, and when they want to participate, they use mother tongue in English classes. Such classroom behavior seems to be due to the fact that students are afraid of making mistakes when speaking. Moreover, Abu Ghararah (1998, p.33) supports the idea that teaching speaking is ignored in schools. According to AbuGhararah, "Speaking is generally discouraged in schools and classrooms. Speech in class is used only when learners are called upon to repeat or answer a question.

### **2.8.2 Importance of Speaking**

A human being has many characteristics, one of the main characteristics is his ability to communicate. Communication between people involves the passing of different types of messages and information. The exchange of this information between people occurs by sensory stimulation or by auditory and visual stimulation. Thus, speaking is one of the main features of humans (Jimson, 1980, pp.1-2).

There are four important language skills. These are reading, writing, speaking, and listening. These skills can be divided into productive skills and

receptive skills. Productive skills include speaking and writing. On the other hand, reading and listening are considered to be receptive skills. According to Allen and Carder (1975, p.26), “Speech is the primary medium in that it is older and more widespread than writing, and children always learn to speak before they learn to write.”

### **2.8.3 Integrating Listening and Speaking**

Speaking and listening skills have been regarded as being too difficult to cope with ,so generally students are not willing to participate in tasks focusing on these two skills. When they are integrated through information-gap tasks, students might see the actual outcome and become more willing to practice to achieve more success in communicating their ideas. Some instructors do not prefer information-gap tasks thinking that the class may get out of control which may cause barriers in communication process. Teachers should sweep away the boundaries and create a safe stress-free environment to encourage and motivate the students to speak. An information-gap task is a task where learners have the lack of the needed information to complete a task and they are in need of listening or speaking to each other in order to complete the task as in real- life. Information gap tasks are beneficial in a foreign language setting for various reasons. To start with, they both enhance the opportunity of speaking practice and highlight the real communication, therefore; the motivation of the students is high. One of the challenges that teachers meet in the classroom is motivating the students to speak in the target language. Active and confident students always participate, but the others who are less confident are not willing to speak. Rohaty Majzub and Saayah Abu / *Procedia Social and Behavioral Sciences* 9 (2010) 765–770. As Nightgown and Spade (2006 p.39) suggested “speaking in the target language requires more than one mental task at one time like choosing words, pronouncing them, and stringing



them together with the appropriate grammatical markers” . In order to perform these operations while communicating, complex and nonspontaneous mental operations are required and failure to do so may lead to reticence, self-consciousness, fear, or even panic, similarly with respect to listening.“ The instructor should be the facilitator in the classroom to create an unthreatening environment”. (Jones, 2004, p.34). Hence, another important feature of information-gap tasks is that each student has only part of the information they need to complete a task, so they must cooperate and share their information by speaking or listening to each other. Within this framework, in the learning process the students talk to one another, not exclusively to the teacher, which provides the involvement of all students into the tasks while at the same time fostering student-centered learning in the classroom

In real life, listening and speaking are always in integration, so teachers should teach these two skills in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration.

Use of authentic materials and real life situations could naturally lead to the integration of skills since this is the case in real life. The aim of this study is to prove that listening and speaking both in practice phase in the classroom and in real communication situations entail unique features that result in real contributions to overall language learning. It is the teacher’s task to comprehend and make use of how closely listening is related to the speaking skill and how listening can be integrated with speaking through information-gap tasks. This study focuses on and sets forth the scientific view of teaching listening and speaking in integration through information-gap tasks. Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in

the language. By this way, English becomes a real means of interaction and sharing among people. In addition to this, it allows the teacher to color his/her lesson with varieties because the range of tasks is wider. “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom” (Davies and Parse, 2000, p. 99) with these in mind, this study aims at answering the question whether teaching listening and speaking skills in integration improves oral communicative competence of the students.

## **2.Motivation in Speaking English**

Motivation is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. High motivation may provoke learners to interact with native speakers of the target language (Schumann, 1986), which in turn increases the amount of input to learners. McIntyre and Noels (1996) report that those who were substantially motivated were more likely to adopt more learning strategies and use them more frequently than those with less enthusiasm. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners (Brown, 2000). Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling. Extrinsic motivation refers to the desire to do it so as to receive an external reward or avoid punishment. It appears that intrinsic orientations are more powerful learning stimuli (e.g. Maslow, 1970; Crookes & Schmidt, 1991; Dornier, 1998). However, in both cases, the degree of motivation that an individual learner possesses is the crucial factor for successful learning (Gardner, 1985)

### **2.8.4 Summary**

Speaking according to the mentioned concepts and ideas, it can be said most of the teachers seem to focus more on writing skill rather than oral ones. Most of the time students are silent in the class they are rarely active in oral activities in most cases and when they want to participate they use mother tongue instead of English.

## **2.9 Types of Oral Communication**

There are different types of oral communication. Let us shed lights to conversation, formal speech, classroom interaction, meeting and interview.

### **2.9.1 Conversation**

According to Hornby (1995p.254), conversation is informal talk, especially involving small group of people or only two. Bloomer et al (2005p.39), define The conversation as spoken language or talk. According to Wikipedia Encyclopedia (2007), cited in Farouq (2008), conversation is a form of communication between two or more people on a certain topic. Certain factors such as balance of speech distribution and mutual interest among speakers affect the success of the process of conversation. Mohasco et al(1987p.5), refer to conversation as ‘a time when two or more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda’. Any participant can say what he/she likes without restriction on amount of time or topic. EFL learners need to adopt conversation as a strategy for developing their oral communication skills in English.

According to Farouq (2008p.35), the main function of conversation is social, such as negotiating of status, social rules and the creation and maintenance of

social relationships. The other functions include the exchange of information and carrying out joint actions.

Cook (1989) believes that conversation proceeds according to certain principles or maxims that contribute in the process of development of conversation. Grice (1975), (cited in Cook 1989), called them co-operative principle. According to this principle we interpret language, including conversation on the assumption that its sender is obeying four maxims.

We assume he or she is intending to: be true (the maxim of quality), be brief (the maxim of quantity), be relevant (the maxim of relevance), and be clear (the maxim of manner). Using the above assumption, combined with general knowledge of the world, the receiver can reason from the literal, semantic meaning of what is said to the pragmatic meaning-and induce what the sender is intending to do with his or her words. Cook (1989:34) says that the co-operative and politeness principles of conversation reflect a dual purpose in human intercourse: to act efficiently together with other people, and to create and maintain social relationships. Ur (2001), says that the idea of encouraging students to express themselves freely in the FL has come in to the prominence in recent years as a result of the growing emphasis on communicative abilities. Encouraging fluency can take place through conversation: One conventional way of doing this is the 'conversation class' , where a group of students sit down with a teacher – a native speaker if they are lucky –and are required to talk with him/her...so the first thing to do is to bring interesting subjects of conversation to the classroom. Teachers increasingly hold topic-centered discussions or debates as a framework for fluency practice. Ur (2001p.4)

## 2.9.2 Formal Speech

Sudanese EFL learners will face situations in which they are demanded to deliver formal speech in English, their TL. As it is one type of oral communication, it is important to learn or to know the skills of formal speech. According to Chadha (2003), the most difficult kind of oral communication for most people is a formal speech. As Chadha says, most people feel uncomfortable when asked to speak formally before an audience. They tend to get nervous as they cannot easily overcome 'stage fright'. People generally try to avoid giving a speech if they can. But Chadha points that people must realize that ability to deliver effective public speech can help them reach the top. Great public speakers are known to have changed the course of the history by their powerful speeches. They could stir or move passions, move people to tears and control their actions.

Delivering of the speech needs exertion of many efforts from the speaker: We can certainly deliver impressive speeches if we make proper efforts. We are required to learn good speaking techniques and put them into practice. A good speech appears to be spontaneous but we must remember that a great deal of hard work goes into preparation for the speech and making it sound as impromptu and natural. Chadha (2003.p.293). There are many steps of the formal speech. Consider these steps of formal speech making, as given by Chadha (2003p.293): Selection of topic: select a topic which you can easily manage. You should be sure that you possess adequate knowledge of the subject and that you are genuinely interested in it. While selecting the topic keep in mind the interest of the audience.

The topic also should be important and relevant. Barrett (1973p.27) says ‘In the preparation of speeches, the first, and sometimes most difficult job is finding a subject. ‘What shall I talk about?’ are probably the question students most frequently ask.’ He adds that the answer instructors most frequently give and indeed the only proper answer is ‘the choice is yours, talk about what you would like to talk about’. The next step is Collection of information: Once the topic for the speech has been determined begin the task of collecting relevant information. You may have to conduct some researches, consult available literature or seek the help of some of your colleagues and associates. Analyze and classify the information under appropriate headings. Note the details you would like to give on each idea and examples you would give to illustrate or prove your point. Preparation of speech: organize the information into a three tier-structure (introduction, body and conclusion). Various parts of the speech must be properly linked – one paving the way for another. Preparation of note: A speech could neither be completely memorized nor should it be read. Memory can often fail us causing embarrassment. Similarly if a speech is read from the prepared text it would sound artificial and would not evoke the desired response. Speaker should, therefore, prepare notes of the intended speech. These notes can be in the form of headings, main points, key phrases or words written on cards. The effect of a speech presented with the help of relevant notes can be powerful as the speaker can review and modify his presentation whenever the situation so demands.

Rehearsals: even the most experienced speakers like to rehearse or to repeat and practice their speeches before they actually deliver them before the audience. Rehearsals help the speaker in gaining confidence and overcoming the weakness. Some speakers take the help of colleagues and friends while

others simply stand at a front of a mirror and speak. One can also use an audio or a video tape for rehearsals. Attitude: a good speaker always has the right attitude. He has warmth and empathy for his audience. He is full of self-confidence and also has confidence in his audience. Also he understands his audience, their level and interests. Appearance: audiences respond not just to the words of the speaker but also to whatever they see.

The appearance of the speaker: his dress and his facial expressions are crucial to the effect of the speech. Dress appropriately for the audience and the occasion. You should be clean and well-groomed. Posture: a good speaker must always have the correct posture; because the audiences continuously notice it. You should keep your body erect without appearing stiff or difficult to move. You should appear relaxed and comfortable. Your posture should show that you are alert and confident Movement: the way you walk also makes an impression on your audience. A strong, sure walk to the stage gives an impression of confidence. Walk briskly but not too fast. Very slow movement towards the stage creates the negative image. Do not move unnecessarily while speaking.

Eye contact: eye contact with the audience can be the most powerful means of conveying your attitude and feelings. Try to have eye contact with as many members of the audience as possible. This will help you get their attention and also give you a quick feedback. Facial expressions: a dull, expressionless, wooden, face can spoil the effect of the even a very well prepared speech. An appropriate facial expression enhances the effectiveness of your speech. Therefore, pay attention to the facial expressions while delivering your speech because very often the face reveals your feelings better than words. Gestures: gestures are natural aids to speaking; correct movement of arms,

hands, or fingers does give emphasis to your message. Some of our gestures act as powerful symbols conveying meaning. A shrug of shoulders may, for example, convey a sense of helplessness better than your words. But these gestures must be appropriate. And lastly the delivery of speech: It is the most important aspect of public speaking. Your ideas will reach the audience primarily through your voice and pronunciation of words

You must, therefore consciously try to improve the quality of your voice and pronunciation. To improve your pronunciation you may have to consult a good dictionary and also carefully listen to the speeches of the speakers known for their good pronunciation. Also pay special attention to variations in pitch, variations in speaking speed, pauses and emphasis, and use of visual aids like maps, charts, pictures, slides, black-board, etc. because they can lend excellent support to the spoken word. 'They can make your speech more concrete, clear and explain difficult and complicated ideas effectively' Chadha, (2003p.296).

Public speaking is an exciting art which can be acquired only through hard work, regular practice, and rehearsals. The speaker needs to have sound knowledge of the subject, good command over language, confidence and right attitude. You should have respect for the audience and understand their reactions and responses. You should also possess sense of timing and realize that the time of the audience is precious. Therefore, speak only when you have something vital and worthwhile to communicate. According to Barrett (1973), in the speech, including formal speech, good language is a language that serves to unify speaker, message and audience: In choosing language, you the speaker must consider the four familiar elements of speaking: yourself, your speech,



your audience and the occasion. When preparing and rehearsing your speeches, ask this question about your choice of language: ‘is this word or phrase or sentence suitable for me to use in communicating this thought to this audience to this occasion?’ said another way ‘will it build foundations of understanding between me and my listener? Barrett (1973p.158).

Foundations of understanding are built from elements of style which identify people one with another. According to Barrett (1973), four modes of identification are clarity, liveliness, variety, and acceptability: ‘For clarity use simple and precise language, for liveliness use sense-appealing and figurative language, for variety, use diversified and fresh language, for acceptability, use standard language and that which is appropriate for the occasion. Use your language’ Barrett (1973 p.169). Sealy (1998), believes that how we speak is affected by: the people involved; the subject-matter and the language required discussing it; where and when communication is taking place, and our purpose in communicating. As Sealy (1998), points out when preparing for a formal speech, it is important to think about: purpose: is your primary aim is to inform, to persuade, to entertain, or to interest.

Audience: consider their knowledge, education, ability to follow what you have to say, their expectations, their practical, intellectual, and personal needs. Structure: this includes thinking about content, priorities and ordering. Communication aids: this include Whiteboard, flipchart, overhead projector, slide, projector, audio and video recordings and films. Deferral (1974p.109) believes that the preparation and delivery of formal oral speech must be a basic skill for the manager, administrator, and members of the professions. Any one of a number of situations may confront the meetings of employees, trade

association conferences, management group discussions, committees, dinners and other social occasions. These are a few such situations

### **2.9.3 Classroom Interaction**

According to Hornby (1995), the verb interact means to act or have an effect on each other. The interaction of people, to work together to communicate. MA lama et al (1988p.7), defines interaction not as an action followed by reaction, but as acting reciprocally. And the classroom as defined by Hornby is a place where a group of persons are taught together. Valier (1988), defines the classroom as a gathering of two or more persons for purpose of learning. Cited in Mohammad (1999 p.4). Sudanese EFL learners, of course need a good environment and context for interaction as a practice to their TL. According to Cullen (1998p.80), the classroom is a unique social environment with its own human activities and its own conventions govern these activities. Cited in (Osman 2003p.4). MA lama et al (1988), state that the teacher and the students are not only participants in classroom interaction.

The textbook writer is another participant. In many classrooms, teachers closely follow procedures laid down in a textbook. In such cases, the textbook writer can be seen as the transmitter of a message, communicating directly with the teacher and students in the classroom. For example: Textbook writer → teacher and the whole class, when they are all doing an exercise in the book together, orally. As well known, all communication occurs in a context. As Johnson (1998) says, the communication context can also determine the rules that govern how speakers communicate, or the structure of communication. In classrooms, the structure of communication is easily recognizable. Teachers tend to control the topic of discussion, what counts as

relevant to topic, and who may participate and when. Students tend to respond to teacher directed questions, direct their talk to teachers, and wait their turn before speaking. Teachers can place their students in small groups so they have more opportunities to control their own talk, to select which topics to talk about and to direct their talk to whomever they wish.

As Johnson (1998p.5) mentions, in second and foreign language classrooms, how teachers perceive their students and how students perceive their teachers can shape both the meaning and structure of classroom communication. For American students classroom participation is to raise questions or share their ideas during the class discussions. Mohan (1979p.33), cited in Johnson (1998:5), suggests that “students need to know with whom, when, and where they can speak and act.

They must have speech and behavior that are appropriate for classroom situations and they must be able to interpret implicit classroom rules”. Full participation in classroom activities requires competence in both the social and interactional aspects of classroom language-in other words, needs classroom communicative competence. (Wilkinson: 1982) cited in Johnson (1998), mentions that communicative competence is considered to be essential for second language learners to participate in the target language culture. For (Canal et al 1980, Hymens 1974), cited in Johnson (1998p.6), classroom communicative competence is essential for second language students to participate in and learn from second language classroom experiences. Differences in students’ linguistic and cultural backgrounds influence how when, where, and why they communicate in second language classrooms. If students are unaware of the social and interactional norms that regulate participation in classroom activities; they may learn little from their classroom

experiences (Cook-Gomez et al 1982), cited in Johnson (1998). For Barrett (1973), the people involved in the classroom in oral communication are a collection of individuals; they met through the registration process-by accident we may say. The individuals differ in many ways: sex, social background, academic major, political view, age, religion, ethnic background, life-style, aspirations, etc. Each is unique. Add to this the instructor and his background, the room as colored, shaped, and arranged.

The time of year and hour of day, along with the textbook and other instructional materials. With acknowledgment of all these elements and others, we start toward understanding group or class interaction. Johnson (1998), points that the nature of classroom communication has different shapes, starting from speech events, participation structures, the nature of teacher talk, student-teacher interaction and the effect of cultural factors on classroom communication. Johnson (1998p.6) thinks that for students operating in SL classroom, communicative competence is also regarded to be an essential component in the process of second language acquisition.

The process of classroom interaction determines what language learning opportunities become available to be learned from. Therefore “any second language learning that takes place must in some way result from the process of interaction the learner takes part in” (Ellis: 1990p.91) cited in Johnson (1998:6). For second language students, classroom communicative competence means not only successfully participating in classroom activities, but also becoming communicatively competent in the second language. Johnson (1998p.16) states, teachers in the classroom are generally characterized as controlling most of what is said and done in classrooms: Beyond their status,

teachers' control over the patterns of classroom communication is generally maintained through the ways in which they use language. In fact teachers' control of the patterns of communication determine, to a large extent, how, when, where, and with whom language is to be used in the classroom. Of course, this will also depend on how students interpret and respond to what teachers say and do.

As reported by Pica (1987), second language and foreign language learning must include opportunities for learners to engage in meaningful social interaction with the native speakers of the language. To discover the linguistic and social cultural rules which are necessary for second language comprehension and production? Cited in Mohammad (1999, p.5). Broughton et al reported that in the first stages of learning speaking, the teacher should control the speech produced by students. Then less guided and lastly in situation where students are free to produce utterances appropriate to the situation given by the teacher. What is more important is that the speech of the students, whether controlled, guided, or free, should be in relation with the functional use of language. Cited in Ahmed (1999), activating spoken interaction in the foreign language classroom involves asking students to discuss and ask questions, asking students to orally narrate the stories they have written, etc.

#### **2.9.4 Meeting**

According to Hornby (1995p.729), meeting is an assembly or a gathering of people for a particular purpose, especially for formal discussion. As Chadha (2003p.297) points out, when you work as a professional employee

in an organization, you are required to attend a large number of meetings whether as a leader or as a participant. These meetings are often very important because vital decisions are taken in them. Apart from decision making, meetings also provide opportunities for exchange of views, information, and knowledge. As a professional people, therefore everyone needs to acquire skill to participate in meetings and to conduct them effectively in order to make positive contribution. Apart from knowledge you need proper attitude and effective communication skill to be successful in meetings. Sudanese EFL learners need to learn the skills of chairing and participating in meeting as a part of their oral communication skills in both their Native language (NL)) and TL. According to Deferral (1974), organization, documentation, conduct, and administration of meetings are forms of communication. A great deal of the success of the meeting depends on efficient planning and respect for established procedures.

Chadha (2003) provides different techniques for conducting meetings. You have to plan the meeting carefully to ensure its success. The following guidelines can be helpful: Define the object: a business meeting is not just a get-together. It is held with a specific purpose. It must achieve some objectives. You should clearly define the objective of the meeting and then plan accordingly. Prepare the Agenda: Time available for meetings is always limited. It is therefore, important to prepare the agenda and inform all the participants about it. Arrange the items on the agenda in a logical order and specify time given for each item and try to stick to it. Try to keep the discussion on the track and if new items come up for discussion, postpone them to a next meeting or take them up only at the end. Give brief introduction: ‘Start the meeting with a brief introduction, welcome the participants and state the main

problems. State the objectives of the meeting in simple and clear terms.’ Chadha (2003p.298). Control discussion: As a leader, you should control the discussion. Do not let one item consume all the time. Move from one item to another systematically.

As soon as discussion of one item is over, make a quick summary and proceed with the next. Show patience and tact: You should be a good and patient listener. As a leader do not try to do most of the talk yourself. You should listen to others carefully and make the best use of their views. Some participants tend to rake up irrelevant issues or repeat what has been discussed earlier. Try to control them tactfully. Be Impartial: as a leader, you should try to be impartial or neutral. Do not take sides or jump to conclusions. You have to get the best out of all participants and, therefore, you must win the confidence of all. Provide opportunities to all: ‘One of your important responsibilities would be to restrain those participants who talk too much and to encourage those who talk too little. As the leader, you have to get the best from all participants.’ Chadha (2003p.299). Another difficult task for you would be to encourage participants to speak who are otherwise reluctant or hesitating to air their views. Such participants may have valuable suggestions but do not speak probably; because they lack courage or are not articulate for some reasons. And lastly, give conclusion: Your task as the leader is to entertain divergent views on a problem and finally help the group in arriving at some sort of reconciliation. The objective of the meeting is, after all to chalk out a future plan, take up a course of action or solve a problem. You should therefore, try to summarize the views of participants frequently and at the end give the conclusion. You should point to the decisions which have been taken in very clear language. Conducting a meeting successfully thus, involves the use of

several skills simultaneously. You have to be courteous and considerate. You must show patience and impartiality. Above all, you must have initiative and the qualities of leadership.

Deferral (1974p.135) gives three fundamental requirements of valid meeting: it must be properly convened by the dispatch of notice to everybody who is entitled to receive it; it must be properly constituted with the right person in the chair; it must be properly conducted, in accordance with the regulations, rules and standing orders of the organization which apply. The success of the meeting depends; to a large extent, upon the participants. Their attitude, preparation, ability and communication skill highly contribute in the success of the meeting. Chadha (2003), points out techniques for participating in a meeting: prepare for the Meeting: you should go through the agenda carefully, collect the relevant information in order to make positive contribution. Be a good listener: be an attentive and patient listener. Listen to the views of others carefully and try to fully understand them before you react or offer your comments. Have an open mind; control your negative impulses like dislike or hatred. Respect the views of others even if you disagree with them. Above all, keep your cool and do not lose your temper if your own views are not accepted. Have Flexibility: do not look or sound dogmatic and rigid. Be flexible and accommodating. Don't think that change of viewpoints or position in a meeting would mean loss of face.

As a matter of fact, flexible attitude will enhance your prestige. Therefore, do not stick to a point if you realize that it is wrong or that the other view is better. Be Relevant: 'Do not speak on every issue. You should give opinion only on matters which you know quite well. Time being limited; always



try to be relevant and precise.’ Chadha (2003p.300). Use Notes: If you are not an experienced speaker you may prepare your notes and consult them during discussions.

This will help you to make your points forcefully. And lastly follow Etiquette: You must observe the following etiquette of speaking in a meeting: wait for your turn to speak, always seek the permission of the chair to speak, do not disturb the meeting by unnecessary interruptions, do not converse with others while some participant is giving his views, ask questions only when invited to do so by the leader, in case of doubt or when you wish to have clarification, raise your hand, seek the permission and then speak, and be respectful and courteous to other participants i.e. don’t make insulting comments against anyone. According to Chadha (2003), since meetings are important, you should take part in them seriously and with a sense of responsibility. You can have positive contribution by observing the above simple rules. Barrett (1973p.168) calls for taking the advantage of every opportunity to speak. Say ‘yes’ when asked to chair a meeting, conduct a forum, or make an announcement. ‘Language is tied to thinking processes and, therefore, to your ability to think before people.

Experiences in speaking will add to your ability to cope with situations that require competence in thinking and casting ideas in to effective language’. Barrett (1973p.169). Sealy (1998), distinguishes between formal and informal meetings. When preparing a formal meeting you need to consider: your aims: what you hope a meeting will achieve. The competence of the meeting: what it can practically and legally achieve. The agenda: the list of items to be considered and discussed. When running the meeting: the role of the

chair is very important. The organization of motions and voting should be clearly defined. Accurate minutes should be kept. Informal meetings are many, especially in workplace. They do not need such a formal organization, but there is still a need for sensible planning and organization.

### **2.9.5 Interview**

According to Hornby (1995p. 625), interview means a meeting at which somebody applying for a job. Or a meeting at which a journalist asks somebody questions in order to find out his views. Also a meeting between two people to discuss important matters, usually rather formally. As a type of oral communication, surely Sudanese EFL learners can face situations in which they need to have interview skills. According Robinson (1991p.12), the ‘structured interview’ is a kind of interview in which the interviewee is guided by the interviewer through a questionnaire. The advantage of this is that the interviewer is able to help the respondents with linguistic clarification and to record their answers and explanations. Chadha (2003p.301) believes that the success of the interview depends to a great extent, upon the attitude, skill, and preparation of the interviewer.

The following guidelines should prove useful: plan the interview: determine the purpose of the interview. You should determine what exactly you need and wish to know from the interviewee. You may for example, like to test his theoretical knowledge or practical skill. Also to know his overall personality, attitude, ability to get along with people or a similar concern. Keeping in mind the purpose of the interview, you should prepare specific questions. Welcome the interviewee: most interviewees feel a little nervous. Help them feel normal and comfortable. Welcome the interviewee with a warm

smile and try to win his confidence by talking to him in friendly manner. Listen carefully: ‘Listen to the interviewee carefully. Pay him your undivided attention. Your proper facial expressions, eye contacts, or nods of the head will show your interest in the interviewee and his responses.’ Chadha (2003p.302). Show response and courtesy: do not show disapproval if you do not find the interviewee up to the mark. If you find his views disagreeable do not condemn them. Do not enter into argument with him.

Show respect for his views. Allow the interviewee to talk freely: You should let the interviewee do most of talking. If you talk more than him you are not conducting interview. If at times he is unable to find the right expression you may help him but allow him to speak freely and frankly. As an interviewer you must have a positive attitude and must try to discover the strong points of the interviewee. For the interviewee Chadha (2003), also gives many guidelines that should prove helpful: Prepare for the interview: try to acquire information about the organization, its history, its nature of activities, its status, its future plans, its administrative setup, etc. Formulate answers to likely questions: You should be able to anticipate questions you are likely to be asked. You will be asked most of the questions about your main interests, achievements, experience, specialization, hobbies, personal traits, etc. Make a list of all such possible questions and formulate your answers to them.

This will keep your cool and will be able to face interview boldly and confidently. Have honesty: You must answer all questions truthfully and honestly. ‘A lie in the interview is always detected sooner or later and then one feels really embarrassed. If you do not know the answer to some questions frankly admit it. There is no need to hide your ignorance or pretend

knowledge'. Chadha (2003p.303). Least of all, do not speak about your knowledge and skills. Show Courtesy: courtesy is a great virtue which is appreciated everywhere. Remain courteous throughout the interview. Greet the interviewers courteously when you enter the room, answer all questions politely and show respect to all members of the committee. Don't lose your temper if you feel that you are not being appreciated properly. Show interest: pay undivided attention to the interviewer. Appear interested. Do not give the impression that you are bored or you do not like the interview. Listen to the interviewer carefully, maintain eye contact and try to answer questions seriously and sincerely. Maintain composure: Do not feel nervous. Self-confidence and composure will help you perform well in the interview. A good posture is very essential to give good impression. Be careful that you do not keep shifting in your seat. Be confident and look confident. Show positive attitude: Do not criticize anything /anyone unnecessarily.

Be positive in your attitude. If you are asked questions about previous job, avoid criticizing the organization, working or the colleagues. Mention only the positive and pleasant aspects of other organizations. If necessary the criticism, prove whatever you say. Use appropriate language: use of appropriate language is most important in an interview. Use simple, positive, and temperate language. You may express your disagreement in polite language. Your language will reveal your attitude and personality, therefore, be very careful in its use. Pay attention to appearance: last but not the least; your appearance will greatly matter in the interview. Dress appropriately for the interview. A simple, sober dress and your well groomed, neat look will create good impression on the interviewer. Sealy (1998), reports that preparation for interview is very important. How to prepare for an interview includes: researching the company

and the job, analyzing your own strengths and weaknesses, making a list of difficult questions you may be asked, working out how to answer them, and getting ready for the interview itself.

According to Deferral (1974), nearly everybody applies interviewing to such matters as selecting employees, promotion procedures, disciplinary measures and the discussion of personal problems. He adds that interviewing is a means to an end. This may be: 'getting and giving information on specific topics or activities or persons; reinforcing co-operative attitudes or breaking down hostile and other undesirable ones, giving instructions; and passing on decisions or otherwise initiating action. Point, and lastly interest in a really long talk may be sustained by the speed of the speaker.

## **2.10 Communicative Interaction Activities**

There are some types of activities in various combinations the four basic types of activities in various combinations for developing communicative competence: social formulas and dialogues, community oriented tasks, problem-solving activities, and role-play. There are surely others, such as games and charades they had been used too. (Judy Kettering 1975).

### **2.10.1 Social Formulas and Dialogues**

Judy Kettering (1975) in her *Interaction Activities* has one unit on 'Establishing and maintaining social relations' which covers such speech encounters- as greetings, partings, introductions, excuses, compliments,

complaints, hiding feelings, etc. It is very difficult to lie, to complain, and to turn someone down for a date in another language, and our students need to be taught how to do this in an appropriate manner. These are exercises deliberately designed to develop in all of these activities, there is a progression from tightly controlled language use, where the student is learning the social formulas to a situation where he can use them. The phrases and the dialogues lend themselves well to work in the language laboratory, but it is important that the teacher spends some time in the initial presentation of the section in explaining the meaning, the connotations, and the sorts of situations in which you would use the various expressions, an introductory mixture of Emily Post and sociolinguistics as it were. I was amazed to see the eagerness with which our students received this information; it clearly filled a definite need.

Note section IB. In all of these encounters, the students are taught a formal and an informal way for apologizing, saying thank you. Etc. I doubt that one can systematically teach register variation in all areas of language, but we *can* teach our students to be sensitive to levels of style so that noting such levels becomes part of their language learning strategies. Although the dialogues can be assigned to the lab, they lend themselves well to pupil-to-pupil work, where the whole class is divided into pairs working simultaneously. The students in each pair take turns reading from the printed dialogue while the other answers from memory until they can run through both parts of the dialogue without looking at the text. This old technique is a remarkably quick way for a class to memorize brief dialogues.

The *Situations* (from structured to unstructured) take on aspects of play-acting or role-play and are more effective with an audience. The unstructured situations lend themselves particularly well to role-play and are best handled as such. (See discussion under role-play.) Communicative Competence (Kettering, 1975p. 22).

### **2.10.2 Community Oriented Tasks**

Community Oriented Tasks are sets of exercises which compel the student to interact with native speakers outside the classroom. The teaching point here is twofold: (1) communicative participation in the community, and (2) (and this is what assures their success) the collection of highly relevant and needed information. (Kettering, 1975, pp. 39-50)

### **2.10.4 Role-Play**

Role-plays are exercises where the student is assigned a fictitious role from which he has to improvise some kind of behavior towards the other role characters in the exercise. I am not considering the acting out of set dialogues or plays as role-play, or the acting out of dialogues and plays written by the students themselves. In some role-plays, as the one on opening a bank account above, the student may simply be assigned the role of playing himself, but then you have a simulated situation rather than real role-play. The two basic requirements for role-play, as I see it, is improvisation and fictitious roles. Role-play can be very simple and the improvisation highly controlled, or it can be very elaborate. It is primarily a matter of student proficiency which you should choose. Certainly role-play can be used in

beginning classes. The format of a role-play consists of three basic parts: the situation, the roles, and useful expressions. Occasionally a section on background knowledge is needed for advanced role-play. The *Situation* sets the scene and the plot, i.e. explains the situation and describes the task or action to be accomplished again the task can be very simple, such as a telephone call, or very elaborate as settling a complex business deal. The situation is a good place to include specific cultural information if that is part of the objectives of a given role-play The *Roles* section assigns the roles, the list of characters.

The roles should all have fictitious names; it aids the willing suspension of disbelief. Here you need to include such information as personality, experience, status, personal problems and desires, and the like. A role can be very simple, merely a skeleton name and status, or quite elaborate. But role descriptions should not be overly elaborate unlike the situation, which may very well be because then the playing of the role becomes a matter of clever acting and that is not the objective. On the contrary, it is inhibiting and counterproductive. You want the student himself to create the personality through hints of background or behavior like 'educated in a convent, strong moral views, about an applicant for a job as marriage counselor or 'very particular, constantly mentions things she doesn't like' about a woman buying a house. I get a strong impression of their personalities from just those snippets of characterization. In *Useful expressions* goes the linguistic information, primarily expressions, phrases, and technical vocabulary (an efficient way to teach vocabulary); but certainly



grammar patterns which are necessary also fit in here, e.g. wh-questions for an interview situation. We try to incorporate as much sociolinguistic information as possible in this section. In a role-play about a car accident, the wife of one driver is angry with both the police and with the young boy who hit their car. It can be useful to know how to express anger with a policeman in an acceptable manner, and in this section we deliberately try to incorporate register and mood variation in language. And a word of caution when you write your own role-plays; be careful not to have your men talk like women and vice versa.

In a section on compliments, there was a sample expression 'What a lovely dress you are wearing' which was fine with me, but the male instructors rejected it out of hand as woman talk they'd never say that. Language is much more marked for sex than we are consciously aware of. *Background knowledge* is occasionally an essential section. It is no good at all to ask students to act out roles which demand a general knowledge they don't have. In order to act out a school board meeting on open classrooms, a town meeting on local industrial pollution, or a newspaper interview on the problem of the aged, the students must have subject matter information prior to the role-play. It need not be complicated at all, a short reading assignment, a lecture by the teacher or, always appreciated, a guest lecturer, a film, etc. But some source of knowledge is necessary, or the role-play won't come off. But enough of talking about role-play; let's look at one. Here is a role-play by John Hoover (Paulson *et al.*, 1975), still in experimental stage: Once you

have a role-play, what do you do with it? Well, the procedures vary somewhat from play to play but these are basic guidelines.

Depending on the type and level of class, we do a role-play once a week or every other week. The role-play is handed out in the beginning of the week, the situation and the rest of the information is gone through and explained, and then roles are assigned. It doesn't work very well to ask for volunteers; no one wants to volunteer for nasty characters, and it wastes a lot of class time, so we tend just to assign roles. The students take home the role-play exercises, learn the useful expressions, and think about what they might say on their own. When they perform the role-play in class, they stand up and walk about and they are not allowed to have the written copy in their hands. Occasionally the teacher takes one of the roles to keep the play moving; this is useful especially in the beginning when the students learn to do role-plays. In role-plays which contain only a few roles, it might seem like a good idea to have several groups do the role-plays simultaneously as group work; but this doesn't work. I don't know why, but it seems that successful role-play requires an audience even if it is only the rest of the class.

## **2.11 Importance of Communication**

1. Communication enhances relationships to the self, others, and society, and is therefore central to general education.
2. Communication education should begin early and continue to adult education.
3. Students place high value on communication education, but often underestimate the importance of certain skills.
4. Communication education improves critical thinking.

5. Communication education helps students become more critical consumers of modern media.
6. Communication education develops leadership skills.
7. One must understand communication dynamics to build a successful family.
8. Educators understand the importance of communication education.
9. To acquire communication knowledge is to gain power; to teach communication is profoundly political.
10. Communication education enhances classroom instruction.
11. Communication is the key to successful collaboration in the educational environment.
12. Are we neglecting oral communication in the language arts classroom?
13. Communication skill is most important trait for school administrators.
14. Communication education is vital in the selection of teachers.
15. Communication education fosters leadership among librarians.
16. Oral communication is among basic skills required for faculty leadership.
17. Communication education can help students gain a desirable job.
18. Oral communication and listening abilities are among the basic job skills desired by employers.
19. Developing desirable communicative behaviors is essential in specific professional careers [accounting, auditing, banking, engineering, industrial hygiene, information science, public relations, sales, etc.].
20. Communication education can increase upward mobility in one's career.
21. Communication education helps make business/customer interactions more satisfying and productive.
22. Learning communication skills promotes human resources training.
23. Communication education enhances the effectiveness of business executives.
24. Communication skills are top priorities for Entrepreneurs.

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## **2 12 Pedagogical Models of Communication**

Various models have appeared explaining the nature of communication. For example, Harmer (1982: 43) developed a model of communication that is illustrated in Figure (3.2) below: According to Harmer's model, there are certain generalizations that we can make about the majority of communicative events and these will have a particular relevance for the learning and teaching of languages. One of these generalizations is that there is a desire for communication and that there are many possible reasons for a breakdown in communication. Whenever communication takes place, there is a speaker (and/or a writer) who encodes the message and a listener (and/or a reader) who decodes the message. Harmer (ibid) believes that in successful conversations there usually exists a gap that needs to be filled with information. In other words, he claims that if there is no gap there is often no reason or purpose for communication. Figure (3.2) Harmer's (1982) model of communication (Harmer, 1982: Speaker:/ writer wants to say/write something has a communication purpose selects from language store Listener, reader - wants to listen - is interested in the communicative purpose - processes a variety of language Communication has certain characteristics that have been mentioned in the works of Breen and Candlin (1980), Morrow (1977), Widdowson (1978) and Harmer (1982). Canale and Swain (1980) summarize the characteristics of communication that represent their model of communication:

I. Communication is a form of social interaction and can therefore be acquired and used in social interaction.

2. It involves a high degree of unpredictability and creativity in form and message.
3. It takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances.
4. Communication always has a purpose; e. g., to establish social relations, to Persuade or to promise, etc.
5. It is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions.
6. It involves authentic language.
7. It is judged successful or not on the basis of actual outcomes; i. e. whether the speaker has been understood.

Littlewoods (1987) also elaborates a model of communication which contains most of the features of communication mentioned by Canale and Swain (1980):

1. Communication is embedded in interaction (this is true of written as well as oral Communication).
2. It is linked to non-linguistic reality, from which it derives its purpose.
3. It is focused primarily on meaning.
4. It is subject to social constraints (e. g. on what is appropriate
5. It must take account of changing shared knowledge, perceptions and expectations.
6. It is unpredictable in varying degrees.
7. It is carried out in 'real time' (especially true of oral communication, where reactions must be immediate).
8. Success is measured primarily in terms of whether the messages are effectively transmitted and received (Littlewoods, 1987: 20). One of the issues addressed in this study is message comprehensibility. The oral performance of the subjects in the three tasks was examined by the researcher to see whether the predetermined

key events in the story-telling task, the key words in the object-identification task, and the speech acts in the role-play task were all transmitted effectively and whether they were comprehensible or not.

For Littlewoods (1987), not all communication should have all of the above features.

However, he proposes that these features might serve as a checklist to decide how communicative an activity is. I think that Littlewoods's argument appears relevant, in that it is not necessary for all types of classroom activity to include all these features. There may be occasions when some of the features are not present in a certain conversation or classroom activity, but communication is still taking place. Harmers' (1982) and Littlewoods's (1987) models are Communicative Language

Teaching models and they suit the focus of this thesis. All the models of communication discussed above stress the importance of message transmission and comprehension. Success is measured by actual outcomes, i. e. whether the message is understood or not. The learner's success depends on his communicative competence, part of which is strategic competence. In order to be successful in transmitting a message, learners with limited linguistic resources make use of communication strategies, but their attempts might succeed or fail. According to Poulisse (1997) there are two principles of communication which are relevant to the study of compensatory strategies. These are the principle of clarity and the principle of economy. The principle of clarity requires language users to produce clear, intelligible messages whereas the principle of economy requires them to do this with the least effort. Speakers must capitalize on a balance between these two principles in order to transmit a comprehensible message.

Depending on the importance of the users' communicative goals and the resources available, they may decide to "lower their aspiration levels and use CpS that may be less clear but less costly in terms of processing effort" (p. 54). In the Nijmegen Project, different tasks were used to elicit the strategic behavior of the subjects.

Since they were able to depend on the interlocutor for help, the interview task enabled the subjects to achieve their communicative goals with minimum effort.

The subjects established the reference in the most economical way when the interlocutor indicated that she understood, but when the interlocutor indicated that she did not understand, the subjects added more information until they reached their goals or felt satisfied with the communication results. Poulisse also claims that the principle of economy is also true for the story-retell task when the problems are "presented within the context of the story. To refer to a wig, two-word expressions were used to refer to the fact that the salesman was bald (e. g. 'whom by a salesman', 'fake hair', 'false hair', 'artificial hair', 'unreal hair', or hair'). In their object reference task, there was no feedback and no linguistic context to "aid the interpretation of the subjects' references.

The only way for the subjects to reach their goals was to "expend a lot of effort on elaborate description of the objects presented. In this task, the conceptual strategy was used due to the demands of the task. The object-identification task in this study is similar to the object reference task in the Nijmegen Project, but it differs in the fact that, in this study, pictures of real-life objects are used. The main

aim of the tasks in this study is message transmission and comprehension, and the success of transmission will be measured according to whether the message is comprehensible or not. At the same time, the tasks were designed to elicit the strategic behavior of English majors at Yarmouk University in Jordan, while communicating in LI and L2 in order to get their message across to the listener.

### **2.13 Oral Communication Barriers**

Communication problems in the classroom make it difficult for student to get the most out of their education. Some teachers fail to create engaging lesson and struggle to connect to their students on a one to-one basis. Students with undressed language speech difficulties often have problems communication with their teachers and classmates. Personality difference and peer pressure add to the mix, making classroom interaction unsuitable or forced. Classroom communication breaks down when students are bored, unmotivated or disinterested in their school work. So teachers should work hard to develop engaging lessons with interesting and relevant activities. Thought-provoking assignments, technology-enhanced lectures and creative projects spur classroom communication and interaction. Out-dated, routine assignments and busywork create communication barriers, students don't want to interact with their teachers and just want class to be over. Teachers who put energy, enthusiasm and creativity into their lesson plans don't usually have to deal with this communication barrier.

### **2.14 General Oral Communication Barriers**

Generally, learners make mistakes when they learn any language. These mistakes or errors arise for different reasons. According to Norrish (1983, pp.21-39) identified many possible causes of language learners errors such as the following:



1. Carelessness: Carelessness is one of the important causes of error in language learning and it is related to a lack of motivation.
2. First language interference: Learning a first or a foreign language is a matter of habit formation. Thus, if language is a set of habits and when the learner learns new habits the old ones will interfere with the new ones. So, interference between learning the first language and learning the second or foreign language may cause language learning problems.
3. Translation: Errors due to translation may occur when the learner translates words from the first language to the target language literally.
4. Overgeneralization: Errors can occur when the learner overgeneralizes rules.
5. Material-induced errors: There are two types of errors which may be induced by teaching materials. These are the ignorance of rule restrictions and false concepts. For example, the use of the present continuous tense in the wrong situation is an example of an error that occurs as a result of a false concept.
6. Errors as part of language creativity: Learners may make mistakes when they create new sentences, since they have limited experience in the target language.
7. Foreign language errors: Learning the target language as a foreign language indicates that the learner learns the language mainly in the classroom. Learners of a foreign language may make a number of different mistakes. These mistakes are concerned with the formation of interlanguage. In addition, FL learners' errors may happen as a result of weakness in the textbook or on the part of the teacher who may, for example, mispronounce words or make grammatical mistakes.
8. Second language errors: Second language learning means learning the language in an environment where the language is in regular use outside the classroom. Second language learners may make errors because there are different varieties of the target language that are used for communication purposes outside the classroom.

## **2.15 Theoretical Studies**

There have been many theoretical studies that have discussed EFL/ESL speaking problems. I have collected the most recent ones on this issue. There are many differences between my study and these studies as will be noted. Different factors that can cause weakness in terms of English proficiency in Saudi schools. These factors include (a) insufficient English contact hours (periods) in that typically, English is only taught for 2-4 hours a week, (b) the absence of teaching aids, (c) the use of traditional teaching methods such as grammar and vocabulary translation and audio-lingual methods.

Wang (2006) studied the problems that exist with regard to the teaching and learning of oral English. He said that there are many unresolved problems in teaching and learning oral English. He maintains that additional studies in this area may provide more helpful experiences to support ESL/EFL speakers to produce fluent and accurate speech. However, he does not provide any practical suggestions with regard to improving teaching and learning oral English and to solving speaking problems.

Rababáh (2002) discusses the communication problems that face Arab learners of English and how to solve these problems. He refers to the language problems faced by English majors in Arab Universities. Raba bah believes that the weakness of EFL learners is caused by different factors such as, “the inadequacy of school and English department curricula and teaching methodology, the lack of the target language environment, and the learner’s lack of motivation. In Japan, Matsuya (2003.p.184)) investigated the problems of teaching English. He observed that the reasons for the poor speaking and listening skills on the part of Japanese

students was the traditional focus on grammatical skills and the lack of teaching communication skills.

Moreover, Maniruzzaman (2008) studied the major linguistic problems and possible solutions in learning EFL by Bengali learners. He discovered that most of the linguistic problems that are encountered by EFL Bengali learners are due to the differences between the two languages in terms of phonology. Awang and Begawan (2007) noticed that students' performance in English medium subjects were weak and a cause for concern, despite the rise in the total percentage of students passing the exam in order to enter secondary school. They said that students cannot speak English because they use their native language in and outside the classroom for communication purposes. In view of the fact that English is a foreign language, Arab students have many problems with the English pronunciation system. Arab students have different dialects, so their difficulties may vary from one student to another. Avery & Ehrlich (1992) presented the following examples of common pronunciation problems for most Arab learners of English:

- 1- /p/ vs. /b/: Arabic does not have /p/, and students may substitute /b/ for /p/.
- 2- /v/ vs. /f/: Arabic does not have /v/, and students may substitute /f/ for /v/.
- 3- /r/: may be pronounced as trill.

Avery & Ehrlich maintained that Arabic learners of English have many problems when dealing with English vowels, since English has a different

## **2.16 Students' Roles**

The emphasis in Communicative Language Teaching on the processes of communication is rather than mastery of language.

## **2.17 Teachers' Roles**

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candling describe teacher roles in the following terms: The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning – teaching group.

The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher, first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities....A third role for the teacher is that for researcher and student, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. Other roles assumed for teachers are needs analyst, counselor, and group process manager; the teacher facilitates communication in the classroom. In this role one of the major responsibilities is to establish situation likely to promote communication, during the activities he or she acts as an advisor answering student's questions and monitoring their performance. (Larsen Freeman 2008) The students are engaged in activities in negotiating meaning in trying to make themselves understood and in understanding others- even when their knowledge of the target language incomplete. Students are more responsible manager of their own learning (Littlewoods 1981). To act as facilitators of student

learning, teachers need to use a process in which students are given the opportunity and encouragement to speak and explore their own thinking. Teachers should:

1-Encourage students to bring their ideas and background knowledge into class learning activities

2-Be responsive listener to students' talk

3-Nuture an accepting environment where students will feel free to express themselves without fear of censure – by adult or by fellow students

4-Raise questions concerning the activities or conversations held with students

5-Promote robust discussion and exposition amongst class members

6-Provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.

7-Present themselves as good models of oral language

8-Establish strategies to manage all forms of communication to ensure

9-All students should have fair and equitable opportunities to develop their interpersonal speaking and listening skills, e.g.; large and small group discussion

10-The goal is not only to get students to speak and share their thinking but also to have them learn and develop through speech.

11-As students language skills develop, classroom and talk discussions can be directed towards the goals of exploring ideas and facts found in texts (written and visual) and in the subsequent development of thought and deepening of knowledge

12-Not only do our students develop from learning to read to reading to learn, they also move from learning to speak to speaking to learn. There are ultimate ways and strategies to promote the development of oral language in the classroom programmer and these are well known to all teachers. For the purposes of the exemplification project the function that was chosen was interpersonal speaking

through discussion. Discussion employs (the skills of social interaction. Hamid *Abdel-Latif Sheikh Eldin Hamid. (2015.p 40)*

## **2.18 Communication Strategies**

Since the 1970s communication strategies have been the center of attention in SLA research. At that time analysis was focused on interlanguage and foreign talk, both of which involved the interactional nature of human communication (Tyrone, 1977p. 417). These early studies focused on identifying, defining and classifying CS into taxonomies. Later studies, however, were centered on the relationship between communication strategies and language education, especially in EFL/ESL settings.

In general, there are two approaches to the analysis and classification of communication strategies: the linguistic approach (interactional approach) and the cognitive approach. Tyrone (1977, 1980, and 1983) was one who for the first time suggested the linguistic approach, which was later expanded by Faerch and Kasper (1983a, 1984). According to Tyrone (1977), learners' linguistic inadequacy warrants CS use by interlocutors who try to convey a meaning in question to one another. In this interactional approach, Tyrone (1980) elaborates more on the definition of CS by saying "... mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared" (419). According to her, "...meaning structures include both linguistic and socio-linguistic structure" (Tyrone, 1980, p.419). On the other hand, cognitive approach to CS is placed within psycholinguistic framework.

Faerch and Kasper (1983p.212) explain that communication strategies are processes occurring within the L2 speakers themselves with a focus on speech

perception and planning and execution in speech production whenever they encounter problems. Thus, their description of cognitive approach is more learner-centered and communicative strategies are viewed as means for resolving problems of self-expression. However, as Mali (2007p. 41) put it "The CS execution process may start off as cognitive and result in interaction Also, Poullisse (1993p171) argues that one and the same strategy type can have elements of both control and analysis . The latter is emphasized by Kellerman and Bialystok (1997p.46) who

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Communication strategies are considered as manifestations of the development of cognitive processes of analysis and control. The linguistic (interactional) and the cognitive approaches to the analysis of communication strategies can be used to develop typologies for the identified CS. Tyrone (1977, 1980) and Bialystok (1990) provide the most widely cited taxonomy of communication strategies, which are further discussed below.



## **2.18 1Typology of Communication Strategies**

Tyrone (1980, p.429) summarizes types of communication strategies under five main categories, along with their subcategories. The list goes as follows:

### **A. Paraphrase**

Paraphrase includes three subcategories which are described below. (a) Approximation: The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e. g. "pipe" for "water pipe") (b) Word coinage: The learner's making up a new word in order to communicate a desired concept (c) Circumlocution: The learner's describing the characteristics or elements of an object or action instead of using the appropriate TL structure (e. g. "She is, uh, smoking something. I don't know what its name is. That's, uh, Persian, and we use in Turkey, a lot of")

### **B. Transfer**

Transfer has two elements in it. (a) Literal translation: The learner's translating word for word from the native language (e. g. "He invites him to drink" for "They toast one another") (b) Language switch: The learner's using the NL (native language) term without bothering to translate (e. g. "balon" for "balloon" or "tirtil" for "turtle")

### **C. Appeal for Assistance**

This refers to the learner's asking for the correct term or structure (e. g. "What is this?").

### ***D. Mime***

Mime refers to the learner's using non-verbal strategies in place of a meaning structure (e. g. clapping one's hands to illustrate applause).

### **E. Avoidance**

Avoidance consists of two subcategories described below. (a) Topic avoidance: The learner's by passing concepts for which the vocabulary or other meaning structures are not known to them. (b) Message abandonment: The learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance. A series of other strategies called "achievement strategies" were proposed. They were named as so because it was believed that learners use their language resources to convey meaning, whether what they say is grammatically or socially correct. Johnston (1989, p. 71, cited in Mali, 2007, p. 48) lists achievement production strategies as follows:

- Code-switching and gesticulation
- Literal translation and foreignizing
- Word coinage
- Simplification
- Generalization
- Paraphrase
- Restarts and approximation
- Establish foreign identity
- Appeal for repair and confirmation.

## 2.18.2 Importance of Communication Strategies

According to (Maliki 2007p.594) believe that the use of communication strategies is conducive to language learning and that communication strategies training should be incorporated into school syllabus. (Scattergood 2003) thinks that communication strategies is cultivated if teachers create a language classroom in which communication strategies are taught and practiced. According to Raba bah (2005p194) asserts that raising consciousness of communication strategies is crucial for number of reasons, it leads to learning by eliciting unknown language idioms from the interlocutor. Other researchers as Tyrone (1984) and Littlemore (2001) and Oxford (2001) and many more have praise the positive of communication strategies in teaching and learning second language especially English.

According to my own concept communication strategies is very important for Sudanese student at secondary schools so as to improve and develop their communication in the classroom and in everyday life. One way to overcome the problem is using effective strategies one of the main barriers in the communication process is that of listening, or the lack of it. People have the habit of not listening to what is being said with an objective of understanding it. They also keep interrupting when the other person speaks or do not let him complete what is being said by starting out on a tangent about themselves. Similarly, their gestures could also suggest that they are not interested in what is being said. This research confirms that communication is the main focus in English language learning and that it is very important for the students to be competent communicators so as not to lose motivation and interest in learning the language.

### **2.18.3 Factors Affecting the Communication Strategies**

Understanding the CSs that student's employ helps teachers understand their strategic competence so that appropriate strategies could be chosen for pedagogical purposes. However, in guiding students to become competent speakers of English, EFL teachers may need to explore further the influence of other learner variables on the use of OCSs by students. This study investigates, in particular, the effect of five variables—gender, language proficiency, self-perceived oral proficiency, the frequency of speaking English outside the classroom, and motivation in speaking English, on students' OCS use.

#### **1 Gender**

In second/foreign language learning, gender differences are discussed mostly in studies of language learning strategies. Several studies have shown that females use language learning strategies more frequently than males (Pulitzer, 1983; Soy, 1994, Green and Oxford, 1995; Teh, et, al. 2009). Besides, females are reported to be more socially interactive than males (Ehrman and Oxford, 1988; Green and Oxford, 1995). However, some findings reveal that males employ more learning strategies than females (Wharton, 2000) and others that there are no significant differences between the sexes in their use of language learning strategies in a study of the choices of language learning strategies by learners in Kuwait concludes that these may be affected by the culture milieu. As for communication, Baker and Macintyre (2000) reported that girls possess a greater level of willingness to communicate inside the classroom, whereas boys are more willing to use their L2 outside the school context. In Li's study (2010), female university students in Taiwan are reported to apply CSs more often than male students are.

## 2. Language Proficiency

A learner's language proficiency is a potentially influential factor in the choice of CSs. It is found that "learners with different target language proficiency levels drew upon different sources of knowledge to solve their communication problems" Paribakht (1985) reported that highly proficient language learners with richer linguistic knowledge of the target language tended to rely on linguistic approach, while those with low proficiency adopted a conceptual approach that does not require specific target language linguistic or cultural knowledge to compensate for their weak linguistic knowledge.

Similar results are found in Chen's study (1990), which investigates the relationship between L2 learners' target language proficiency and their strategic competence. Findings reveal that high proficiency learners were prone to choose linguistic-based and lowproficiency learners knowledge-based and repetition CSs. In addition, high proficiency learners employed their CSs more efficiently. Liskin-Gasparro (1996) indicates that the intermediate high speakers relied mostly on L1- and L3-based CSs, such as language switch, transliteration or foreignizing; while advanced speakers called upon a range of L2-based strategies, including circumlocution. No advanced speakers resorted to message abandonment strategies. Some studies report an inverse relationship between proficiency level and CS use. Poulitice and Shills (1989) indicate that the most advanced subjects used fewer compensatory strategies than the least proficient ones. The researchers reason that this result is explained by the limited vocabulary of the latter, compelling them to resort more often to compensatory strategies. Chen (1990) and Tuan (2001) also indicate that high proficiency Exploring Factors Affecting the Use of Oral Communication Strategies learners employed fewer CSs to convey

meaning. Students with high language proficiency are apt to use specific strategies in oral communication.

In Natation's study (2006), students with high oral proficiency tended to use *social affective, fluency-oriented, and negotiation of meaning strategies*, which are effective for oral communication, since students employed them for keeping the conversation flowing and for maintaining their interaction through negotiation. The low proficiency students relied more on *message abandonment and less active listener strategies*, which are regarded as ineffective strategies. Chen (2009), who examines the oral communication strategies used by college English majors in Taiwan, maintains that although speaking proficiency is related to the use of oral communication strategies, no direct relationship exists between them. Speaking of the OCS use of students learning English in Taiwan, Li (2010) finds that the highly proficient students utilized CSs more often and relied more on *social, negotiation for meaning, and accuracy-oriented strategies* than those with mid or low English proficiency. Generally speaking, high language proficiency students are more likely to resort to linguistic knowledge to convey meaning and they are able to select appropriate and effective strategies for interaction. In comparison, low language proficiency students tend to rely on knowledge-based or conceptual-based strategies and to call on abandonment strategies.

### **3. Self-perceived English Oral Proficiency**

Bacon & Finnegan (1990) indicate that speaking is problematic for very deep-seated reasons related to self-concept. A positive view of self can affect the progress of an individual learning. Baker and McIntyre (2000) argue that "It is not the individual's actual skill that counts; rather it is how they perceive their communication competence that will determine WTC" (p.316). Both the willingness to communicate (WTC) and perceived competence have an impact on

the frequency of communication. However, Cheng (2007) reveals that the CSs used and the self-report of oral proficiency did not have a statistical relationship. She points out that “effective communication takes more than the ability to talk. It also involves the use of one’s mental faculties in the choice of words, the ability to make other person understand what one is saying and vice versa” (Cheng, 2007, p.99).

#### **4. Frequency of Speaking English outside the Classroom**

EFL students who are successful communicators more often turned to functional practice approaches. These included speaking with native speakers, friends, or other students, and thinking or talking to themselves in the target language. In Bialystok’s study (1981), functional practice is shown to be critical to students’ language performance. McIntyre and Charon (1996) indicate that if “foreign language learners lack the opportunity for constant interaction in the L2; they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication” (cited in Baker & McIntyre, 2000, p.312). Constantly using English also increases one’s linguistic outcomes. Piranian (1979) maintains that language learners who have had more exposure to the target language or have acquired it in natural situations are more flexible and successful in using communication strategies. Research suggests that students who actively seek opportunities to speak a second language—both in and out of classroom—become more proficient in second language conversation than students who do not seek them. “seeking opportunities to communicate would greatly increase the chances for intercultural contact, L2 communication practice (Larsen-Freeman, 2007) and comprehensible input (Krashen, 2003)” (cited in McIntyre & Doucette, 2010, p.162). “The L2 learner’s decision to initiate conversation has been linked to the notion of crossing the rubicon, an irrevocable decision that can lead to

success or failure” (McIntyre & Doucette, 2010, p.162). Thus, habitual exposure to English and interaction with native speakers leads to more successful communication.

## **2.19 Ways to Improve Spoken English Communication skills**

Education and Beyond. Internet Recourse.(2017)

### **1. Understanding the fundamentals of oral communication:**

Before you step into the reality and advance your oral communication skills, it is quite essential to understand the basics of communication skills. Do not refrain from practicing oral basic communication in English in the fear of making mistakes and getting embarrassed. Mistakes are the basic part of any learning process. Initially, you might face difficulty, yet with practice and proper guidance, you will definitely improve.

### **2. Frame in words what you think:**

The major failure that a person faces during oral communication is incapability to put the words in frame and express what he/she thinks. So, have the courage and confidence to speak your heart out and express what you think. Never mind if you can't arrange the words properly and frame a sentence. Practice harder!

### **3. Kick off your hesitance:**

Hesitation and thinking about how people perceive you if you commit mistakes while speaking are the greatest fear that almost everyone, especially non-native English speaker's experience. However, this fear will haunt you till the last day of your life, until and unless you start giving a damn to it. On the journey of developing



exceptional oral communication skills, these kinds of thinking should not create hindrances.

#### **4. Practice will make you perfect:**

Practice is the basic learning process! You cannot improve on your oral communication skills unless you interact more with people. In order to bring out your skills and fluency in speaking, you should practice speaking with your families, colleagues and friends in English.

Certainly, you cannot become skillful in communicating in English in a single day. The learning process should be started from the scratch and must be completed successfully. Enjoy speaking in English and you would improve rapidly. Overcome all your fears and worries by practicing English speaking and participating in conversations spontaneously

#### **5. Read as much as you can**

Reading Regularly is considered to be the best practice that can enhance basic oral communication skills. Reading English literature, newspapers, magazines, novels, fiction, etc. improves vocabulary skills. Also, this will aid you in developing your thinking process and enhance your sharpness in gathering ideas and expressing them in English..

#### **6. Check out the dictionaries**

Dictionary is a wizard of new words with its synonyms, meanings, adjective and noun forms. Also, dictionary explains the word with in-depth explanation and example, helping the readers to learn best communication words for

communication and the word's usage. In your spare time, you can always look for some uncommon words and their meaning with pronunciation in the dictionaries.

## **7. Listen to learn**

Listening is another practice that will help you to train yourself for oral communication. Initially, you will be diverted from the listening as most of the words will appear to be unfamiliar and you might not be able to comprehend everything in one go. Also, the accent of a native English speaker might also be non-understandable as you might find difficulty in understanding the tone and accent of the spoken words and sentences. However, gradually you will learn, but for that you need to have lot of patience and perseverance. Listening to slow English songs, speech, presentations, news, debate or watching movies will help you a lot. Dedication will take you far in improving oral communication skills!

## **8. Writing the necessary points**

While you read, you generally come across some specific words that are tough to spell out. Writing makes it easier to recognize and spell such words properly. Also, writing helps you to become familiar with sentence construction, which will later help you in conversation.

## **9. Read Out Loud**

Reading is indeed a good habit and you need to keep it up. However, murmuring will certainly not help you in getting over your oral communication lags. Read loud so that you can clearly hear your own voice and make out the mistakes while reading. The golden tips for making your communication skills better are to

pronounce each and every word clearly and loudly. This is the best way to improve English speaking skills. Read whatever you get in your hand, whether a torn out page from old book or a column from newspaper.

### **10. Ask your guide or teacher**

The communication issues or errors can be corrected at the bud if you approach your teacher or guide who holds expertise in English. Clearing the doubts related to both grammatical and sentence construction issues will significantly help you become skilled at oral communication.

### **11. Take help from Google Translator**

Google, being the best option for the e-learners, can help you in clearing your doubts. If a particular pronunciation is bothering you, enter the word in Google Translator and click the audio version to listen to the actual accent.

### **12. Look out for Online Dictionary**

Other than Google Translator, you can take the assistance of Oxford online dictionary or other renowned dictionaries. These dictionaries, not only have wide range of words and their meanings, but there is an audio version available. You can listen to the audio version for every word and can practice on your own. Moreover, you would find the phonetic transcription of each and every word which will give you a clear idea of the accent and intonation of the given word.

### **13. Enhance your vocabulary skills**

A good orator has new words in his or her vocabulary and uses them intelligently while speaking. So, when you are on the way to becoming a good oral communicator, you should augment your vocabulary skills as well. Learn at least one word every day and try to implement or use it the next day.

### **14. Watch movies for learning more**

If watching English movies during leisure is your favorite pass time, then you are a lucky one. Your hobby will help you in advancing your communication skills. Good quality movies can help you in improving your accent and sentence construction. Also, this effective way enhances your self-confidence. The sub-title part helps one to make out the accent.

### **15. Attend English-activities going around you**

How about spending an evening in debate or discussion sessions in your locality? You may find many activities going on especially during the weekends in local community halls or auditoriums. Surely attend them, just not for the sake of attending, but to learn something.

### **16. Enroll yourself in conversation clubs**

You may find ample of conversation clubs all around the city, where special classes for improving oral communications skills are held. Local newspaper or internet will give you proper idea about such classes. Enroll yourself and enjoy the perks of conversing in English.

## **17. Engaging in debates and discussions**

If you have few willing friends who also want to boost up their English oral communication skills, then plan a debate or discussion session with them. Contribute your ideas, your thoughts and ask them about their perspectives. A healthy and interactive session once or twice a week will definitely help you in learning and sharing.

## **18. Find out helping materials from the market**

Better to avoid books quoting ‘learn to speak English in five days’ or similar to this! These are nothing, but some bluff that will not help you much. There are some really inspirational English learning books available in the market that will empower your oral communication skills. There are also few best books to improve English communication skills.

19. Inquisitiveness- the pillar to success show inquisitiveness helps in improving English speaking skills or oral communication skills is not new to anyone. Curiosity brings in the urge to learn new words, accept the challenges and develop smooth communication skills. Unless you are curious to learn new, you will never develop confidence and knowledge.

## **2.20 How to apply the Oral Communication Skills you have learnt?**

Now, after you came to know about the techniques, you need to find out how to apply the skills that you learnt. Here are a few ideas for you:

## **1. Become friendly and approachable while speaking**

Communication made in friendly tone always gets an upper hand compared to communication done in a formal manner. Engage your listeners as much as possible through your words.

## **2. A clear speaking**

Talk to the point! Stick to the point on which you want the discussion to be done. Be brief and highlight on the points as often too lengthy and enlarged speech becomes monotonous and moves out of track.

## **3. Apply gestures while speaking**

While you speak, try making your point clear by including some gestures with the help of your hands and face. Gestures often create a positive impact on the audiences as well as on the speaker by enhancing his/her understanding.

## **4. Confident body language**

While you are engaged in oral communication, your body posture is a factor that will speak more than your words. A decent and approachable body language engages the audiences, while hunched shoulders and crossed arms reflect your unwillingness in speaking.

## **5. Optimistic attitude**

An oral communication is greatly influenced by confident attitude. A calm and composed attitude shows your patience, sincerity, respect, honesty and value for the work.

## **6. Control over your words**

If you want to get hold of good oral communication skills, you need to follow few things that will give you control over words and language like:

- Speak clearly and do not mumble
- Make the audience understand your voice at the very first go so that you don't need to repeat
- Pronounce the words clearly (know the actual pronunciation of the words)
- Apply right words while speaking
- Use words that are familiar
- Slow down your speech where necessary and again move on to the previous pace

## **7. Stick to any one accent**

While speaking you should apply your skills intelligently and shouldn't mix up the accents. Also, don't mix up the message that you want to deliver to the audiences.

## **8. Speak with humbleness**

Besides patience, you should also work on improving your modesty while speaking. Humbleness is one of the best traits that the listeners appreciate. This enhances your oral communication skills in English.

By now, you have got the ways to improve the oral communication skills. As a newbie, you might come across various hurdles, but keep your calm, dedication and patience and carry on! By practicing hard, you can reach greater heights and might end up becoming an English orator one day.

Abdel Latif H. S. E. (2015) *Investigation of Problems of Oral Communication*. Sudan University of Science and Technology. [PH.D THESIS]

## **2.21 Section B: Previous Studies**

### **Introduction:**

This section focuses on the previous studies on oral communication. It will shed light on some researches done in the area of EFL learners' oral communication. The section also discusses the main findings of these researches.

### **Previous Studies:**

Many researchers are interested in the field of English Language and its learning. They wrote many researches on English language generally, and in the area of oral communication barriers and skills in particular. More specifically, many of these researches have focused on EFL/ESL learners and their oral communication barriers.

Mohamed Mutasim Mohamed Ali (2015) in his Ph.D. Thesis on Investigation into Testing EFL Learners' Oral Communicative Competence in the Sudanese Secondary Schools. He has found that. Oral communicative competence was not tested systematically in the Sudanese secondary schools. Utilizing a questionnaire and an interview, it was concluded that testing learners' oral communicative competence systematically in the Sudanese secondary schools, to some extent, was neglected due to the lack of awareness of its importance to the Sudanese teachers of English. Based on the findings of the present study, a development of clear theoretical framework for teaching and testing English language in the Sudanese secondary schools was recommended. In addition, training teachers of English on oral communicative testing was recommended.



Hamid Abdel-Latif Sheikh Eldin Hamid(2015) in his Ph.D. Thesis on Investigating of Problems of Oral Communication amongSudanese English Language Students at SecondarySchool. This study aims at “Investigating the Problems of Oral Communication: A Case Study of Sudanese English Language Students at Secondary Schools in Khartoum State”. It concentrates on investigating the diversified views that English language teachers in secondary schools have about these problems as well as testing secondary school students orally inside the classroom so as to see their fluency as well as standing on their common mistakes when they want to communicate orally. However, the study is carried out with great hope that this investigation will help in the diagnosis of these problems.The data consists of the population, sampling framework, the data collection method, as well as the procedures which the researcher follows to achieve the aim of the study. The population of the study consists of two hundred secondary school English language teachers in Khartoum state who have differences in their experiences as well as their schools whether they are supervisors, teachers in model or private schools and others are experts. The study confirms the existence of these problems as far as the hypotheses of the study are concerned. The majorities of the teachers strongly agree or agree with the problems which are mentioned in the hypotheses of the study. In addition to that, from the oral test, many problems appear from the students’ answers. The study ends by recommendations related to the different views given by the English language teachers at secondary schools in Khartoum state. In addition to that, there are suggestions for further studies in the same field.

Ahmed Adam Abdullah (2011) in his M.A.Thesison Sudanese EFL Learners’ Oral Communication Problems.This study attempts to investigate the Sudanese EFL learners’ oral communication problems. Since oral communication is an important

part of the aim of learning languages, this study intended to investigate the problems that face Sudanese EFL learners when they communicate orally in English, and the causes of these problems. It also aims to suggest solutions, and strategies which can help Sudanese EFL learners to overcome these problems. The research data have been obtained by using two instruments: the interview and classroom observation. The data have been computed and statistically analyzed (by using the Statistical Package of Social Science (SPSS) Program, version 12.)

The research findings have shown that the main problems that face Sudanese EFL learners in oral communication are problems of pronunciation, weakness of speaking skills, difficulty in communication, and Lack of fluency. The findings have also revealed that most of the subjects think that the main causes of Sudanese EFL learners' oral communication problems are: lack of practice speaking in English, the negative effect of the Arabic environment, the shyness of students to speak in English, shortage of native English language teachers in Sudan and the influence of mother tongue. Some methods of teaching English are not suitable for developing the oral skills of the students, and most of the textbooks do not have enough oral activities. In addition, the results have shown that the strategies that Sudanese EFL learners have to adopt to overcome these problems and develop their oral communication skills are: more Practice of speaking English, more reading and listening to English texts. Other strategies include: teaching by native English teachers, changing the methods of teaching at all educational levels (adopting communicative method of teaching) and the modification of the Sudanese textbooks at all levels of education to include more oral communication activities. The study mainly recommended that: Sudanese EFL learners have to do more practice speaking and listening to English language inside and outside the lecture- room in order to improve their oral communication skills. Sudanese syllabus designers have to increase the oral activities in English language text

books at all levels of education to improve the oral skills of Sudanese EFL learners.

Manesha Kaur Rajendra Singh(2015) in his PH.D. Thesison Effectiveness of Oral Proficiency in English for Secondary Schools. Speaking is an important skill that needs to be mastered as it is the best way to communicate with other people in order to deliver opinions and express ideas, but the fact is that secondary school students' ability in speaking English is low in Malaysia. It is caused by several factors such as lack of vocabulary, poor pronunciation, weak grammar and poor fluency that hinders the mastery of English language. In this research, Oral Proficiency in English for Secondary Schools programmer was employed to improve students' speaking skill by engaging them in vocabulary based activities. The main objectives of this study are to investigate the effectiveness of English in improving the students speaking skills and increasing their vocabulary count. This is an experimental pr-etest-post-test control group design study which involved 70 students from a school located in one of the districts in Kedah, Malaysia. The durationof the study was 8 weeks. The data collection was done using pre-test and post-test. The data from the pre-test and post-test was analyzed.Quantitatively using independent sample test. The findings of this study show that English can improve students' vocabulary. This is proven by experimental group's students' test score that showed improvement in the post-test. OPS-English is a suitable programmer that should be used to improve students' vocabulary. The result of this study provides useful insights for English language teachers in teaching speaking.

Abduh Ali Al-ma 'shy (2011) in his PH.D.Thesison Causes of EFL speaking weakness in Saudi Secondary Schools in Al-Gunfuthah City.The major aim of this study is to investigate the causes of EFL speaking weakness in Saudi secondary schools in Al-Gunfuthah City. 240 students are selected randomly from

four secondary schools in Al-Gunfuthah. 60 students from each school participated in the study. These students were selected randomly from three levels in each secondary school. In addition, 30 English teachers in Al-Gunfuthah city were selected randomly to contribute to the study.

Four instruments are used in this study which is students' questionnaire, teachers' questionnaire, students' interview and teachers' interview.

The most important findings of this study are as follows:

1. Saudi secondary school students are generally weak in speaking English.
2. Most secondary school students have positive attitudes towards speaking in English.
3. Speaking difficulties faced by the students are related to pronunciation, grammar, vocabulary, and fluency.
4. There are many reasons for students' weakness in terms of speaking in English. These reasons are associated with the English textbook used in the secondary level, the students, and the English teachers.

Based on the findings of this study, the following recommendations can be made:

1. The Ministry of Education should recognize that secondary school students are generally weak with regard to speaking English. Hence, they are responsible for solving this problem and developing spoken English in the secondary schools.
2. The results reveal that most of the students have positive attitudes towards speaking English. So, the English teachers should make use of this factor to improve students' speaking skills by motivating students to speak in English.
3. English class should be divided into four separate parts based on the four skills (speaking – listening – reading – writing), in order to guarantee teaching all of the four skills comprehensively.
4. The use of effective teaching aids such as language laboratories, videos, and computers to teach English.

5. Increasing the number of English contact hours (periods) in order to give the students the enough opportunities to practice English language

Ghalib Rabab'ah (2014) in his PH.D. Thesis on Communication Problems Facing Arab Learners of English. The major portion of this paper is devoted to presenting the communication problems of Arab learners of English in general, and the problems specific to Arab World University English language majors/graduates. Then, it discusses the notion of communicative competence, and defines *strategic competence*. It also briefly deals with the various definitions of communication strategies and taxonomies of communication strategies. Finally, the paper concludes by presenting the pedagogical implications of communication strategies. These problems are pronunciation skill, grammar and vocabulary, methods of language teaching, shortage of speaking activities in textbooks and the untrained teachers at these schools.

Having in mind the findings of this study, together with the observations of the Sudanese situation, it can be pointed that Sudanese EFL learners are generally weak in target language's oral performance. Comparing this research with others studies, the EFL learners' situation in Sudan seems like which is in previous studies. EFL students whether in Sudan shows the same kind of weakness of performance in English?

## **2.24 Conclusion**

Many views on oral communication are introduced and it is noticed that it is important to identify the gaps in students' understanding of texts in English that hinder the development of oral aural communication. It is also observed in teaching a foreign language, teachers should consistently encourage students to develop oral communication skills, reading, speaking and listening because these

skills are acquired over time. It is also notes that the development of oral aural communication and linguistic competence begins to develop at a very young age as children and parents interact with one another in the natural surroundings of the home environment. It is also notes that exposure to language plays a big role in a child's linguistic development. At the same time the linguistic competence is hindered by many factors such as cultures, social skills and personal focus. In addition to that, in investigating linguistic competence, linguists focus on the mental system that allows human beings to form and interpret the words and sentences of their language under what is known as grammar which consists of four components phonological competence, lexical competence as well as grammatical and discourse competence.

The theoretical part also goes through classroom communicative competence as contributing to successful classroom participation, productive classroom learning, opportunities for second language acquisition, and of greatest importance the development of overall communicative competence in second language. Moreover, many theories of language and learning are discussed as general objectives allocable to teaching situation. Above all, students and teachers roles especially the last ones as facilitators of the communication process in the classroom as well as the role of the instructional materials which should be used to support communicative approaches to language teaching. Most important of all, the importance of oral language in the school curriculum if we take into account the techniques and skills which are taught in the classroom programmer need to be further extended and used across the whole curriculum and although the oral language programmer is delivered at the classroom level, the policy for the development of language skills needs to exist, and be implemented, across the whole school. Not only this, but also ways to improve oral aural communication is

another point with great concentration on reading, listening beside speaking as the best way of improving the vocabulary and keeping in touch with the language listening especially to native speakers.

Speaking is a very useful method when trying to communicate in English with others. Besides that, oral aural communication skills through which people can become good speakers and listeners can be developed in schools, workplaces or anywhere. On the other hand, what oral language skills do students need to develop should be considered such as being able to talk clearly about experiences and ideas, being able to understand, respond to, and use oral language effectively in a range of contexts. Above all, oral communication skills activities are the best ways to improve the oral and written aspects of communication and through these activities. Students can improve their verbal as well as written communication and here there are different kinds of activities such as story forming, identifying the objects, listening and drawing, role play, diary writing, group discussion as well as body language and eye contact. Bearing in mind, effective communication techniques are something important and if we put them into practice, success in communication will not be far away. It is found that, the majority of the researchers concentrate on oral communication strategies and their effective role in improving the way of oral and aural communication. Some of the researchers link between oral communication strategies and activities, techniques, training and teachers' role. None of the previous studies concentrates on the major problems of oral and aural communication except one study which mentions motivation, vocabulary, and lack of confidence, anxiety, and curriculum, sociolinguistic as well as socio-cultural problems in term of research questions and hypotheses. Instead of that, it sheds light on these problems in term of literature review only but it focuses on solving these problems through thirteen oral communication strategies.

It is high time to investigate the problems of oral aural communication for the sake of finding updated ways which enhance learning oral aural communication effectively. So, the absence of talking about the problems of oral and aural communication is a real gap which the current study tries to fill.



## ***Chapter Three: Methodology***

### **3.1 Introduction**

This paragraph is devoted to the methodology of the study, the method of this study is descriptive and analytic the aim of the present study is to investigate the strategies of teaching communicative skill to Sudanese secondary schools students in the locality of Khartoum. A random sample of 70 teachers and 50 students participated in the study. Data was collected through a questionnaire (for teachers) and written test (for students). Both questionnaire and test were standardized. Data analysis was accomplished through description and non-parametric analysis method using the SPSS statistical package program. The validity of the questionnaire and the oral test are evaluated by experts in the areas of educational research. To obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable.

### **3.2 Population of the Questionnaire**

The responses to the questionnaire of the 70 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion. The seventy English Language teachers are males and females. The teachers are selected from different categories

some of them are supervisors and others are well experts. Some them work in governmental schools and others are in private ones. I have visited seven secondary schools in Khartoum Locality to collect the data and information these schools are in different areas and situations and the random sample of the seven schools which proportionally covered the whole Khartoum locality.

The second method for collecting data was an oral test for the students at secondary schools in Khartoum locality. It consists of a listening story with ten questions so as to be answered by to students to check the retrieval strategy of vocabulary.

### **3.4 Instruments**

In general, the procedures which are used for collecting the data and all the needed information in this study are the observations that are taken from the questionnaire as well as the oral test. The process and the steps of collecting the data, which services the study, are conducted accurately under suitable conditions. All the data is analyzed later on by depending on statistical and descriptive basis. The main used instruments in this study are structures questionnaire as well as oral test which are prepared by depending on the previous study and literature review, and both of them are checked and justified by well experienced and professional referees.

### **3.5 Validity**

To assess the validity of the questionnaire and the oral test, they are evaluated by experts in the areas of educational research and TEFT for their comments and recommendations. All of them are Ph.D. holders.

### 3.5 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cornbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 30 respondents to

calculate the reliability coefficient using the Alpha-Cornbrash coefficient; the results have been showed in the following table

#### **Reliability Statistics**

<b>Cranach's Alpha</b>	<b>N of Items</b>
0.85	18

### **Procedures**

The data collection took about seven days. The data were collected at the beginning of the academic years 2017. At these seven schools I have met the English teachers to explain the required information and to discuss the appropriate time for collecting the data, the teachers' questionnaires were administrated by me personally after that. Fortunately, all of these questionnaires were returned.

### **Summary**

In the present study, a range of statistical techniques such as frequencies, percentages, standard deviation, and means is used. In addition, SPSS V15 is used for analytical purposes. This chapter describes the methodology required to answer the research questions related to the problems of oral and aural communication in secondary schools.

## ***Chapter Four: Data Analysis***

### **4.0: Introduction**

In this section, data analysis for the study and test of its hypotheses will be carried out. To do that, the researcher considers the instruments of applied study, which contains the description of the study's population and its sample, method of data collection, reliability of the study tool, and the statistical treatments that use the methodology of the study will be done.

### **4.1: Data Analysis**

To satisfy the objectives of the study and to test its hypotheses, the researcher uses the following statistical instruments.

- 1 .Graphical figures
2. Frequency distribution
- 3 .Pearson correlation coefficient
- 4 .Spearman-Brown equations for calculating Reliability coefficient
5. Median
6. Non-parametric Chi-square test

To obtain accurate results, Statistical Package for Social Sciences (SPSS) is used. In addition, to designing the graphical figures, which are needed for the study.

## **4.2 Application of the Study's Tool**

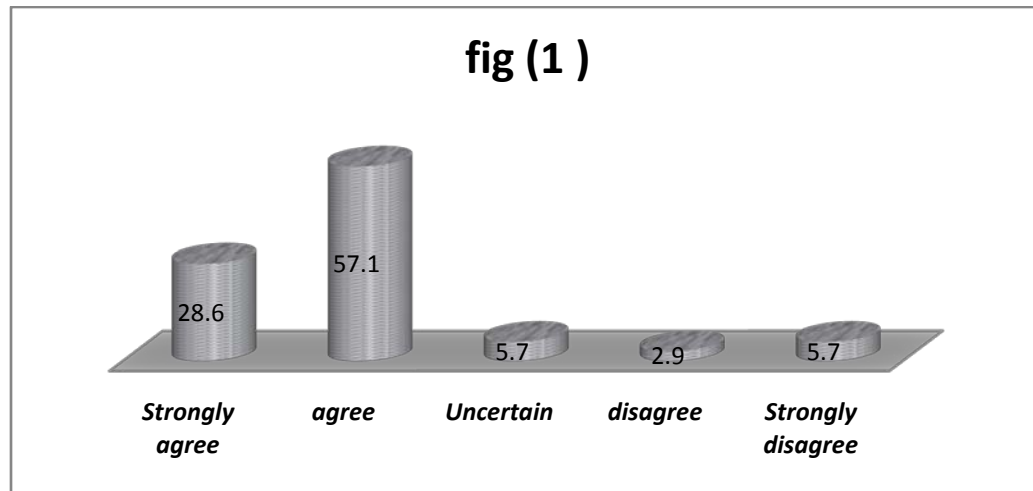
After the step of checking the questionnaire reliability and validity, the researcher distributes the questionnaire to determine study sample (70) teachers, and the researcher analyzes the data collected constructed the required tables for data collection. This step consists of transformation of the qualitative (nominal) variables (Strongly agree, Agree, Uncertain, Disagree, strongly disagree) to (quantitative variables (5, 4, 3, 2, 1)

## Teacher's responses of the questionnaire about the hypothesis:

### Sudanese secondary schools students don't communicate orally.

Table No (1)having not enough activities to communicateorally.

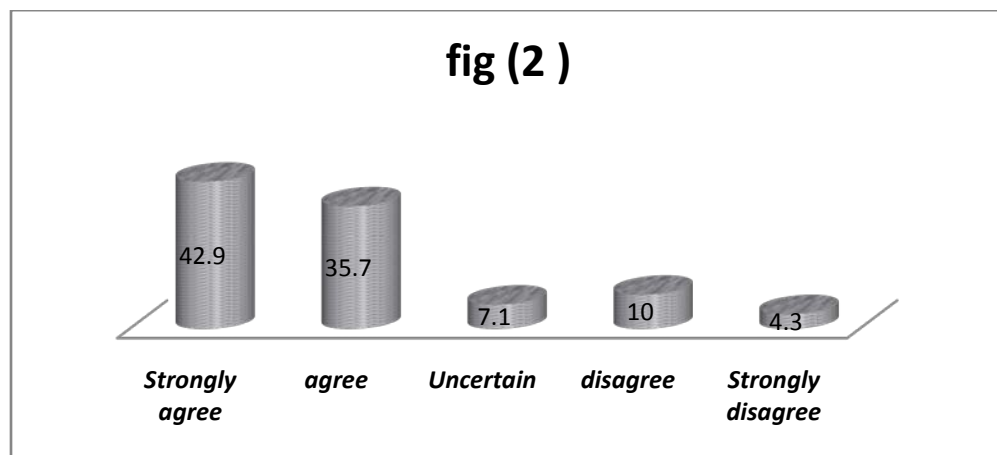
Valid	Frequency	Percentage
Strongly agree	20	28.6
Agree	40	57.1
Uncertain	4	5.7
Disagree	2	2.9
Strongly disagree	4	5.7
Total	70	100



From the above table no. (1) And figure No (1)It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with "During the school's year students do not have enough activities to communicate ". There are (40) persons with percentage (57.1%) agreed with that, and (4) persons with percentage (5.7%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (7) persons with 5.7% are strongly disagree

Table No (2) Teaching and learning hours are not enough

Valid	Frequency	Percentage
Strongly agree	30	42.9
Agree	25	35.7
Uncertain	5	7.1
Disagree	7	10
Strongly disagree	3	4.3
<b>Total</b>	<b>70</b>	<b>100</b>

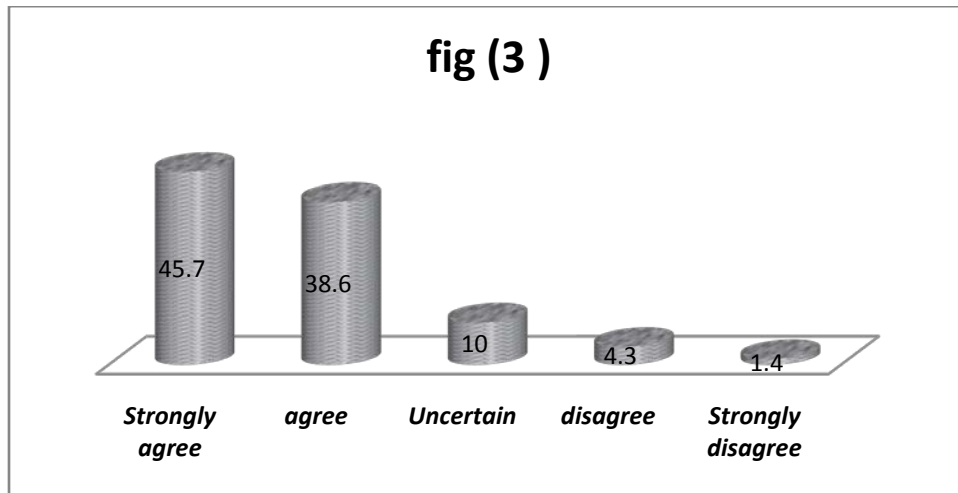


From the above table no. (2) And figure No (2) It is clear that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with “T2 the of hours for teaching and learning English does not enough “. There are (25) persons with percentage (35.7%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (7) persons with percentage (10.0%) disagreed. and (3) persons with 3.4% are strongly disagree.



Table No (3)teaching methods don't encourage studentstocommunicate

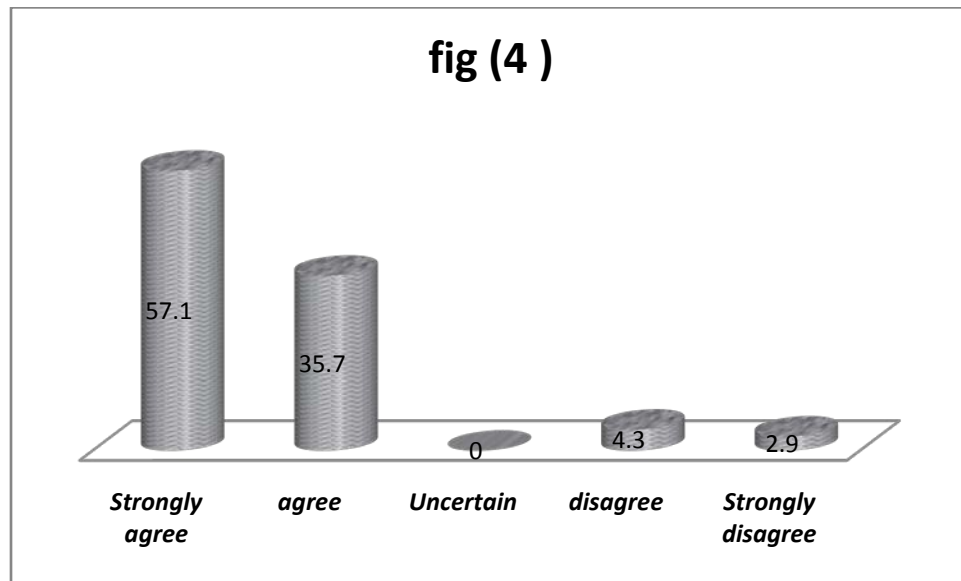
Valid	Frequency	Percentage
Strongly agree	32	45.7
Agree	27	38.6
Uncertain	7	10
Disagree	3	4.3
Strongly disagree	1	1.4
<b>Total</b>	<b>70</b>	<b>100</b>



It is clear from the above table No.( 3) and figure No (3 ) that there are (32) persons in the study's sample with percentage (45.7%) strongly agreed with " Teaching methods used by Sudanese teachers don't encourage student to communicate ". There are (27) persons with percentage (38.6%) agreed with that, and (7) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (1) persons with 1.4% are strongly disagree.

Table No (4)having not enough listening and speaking activities.

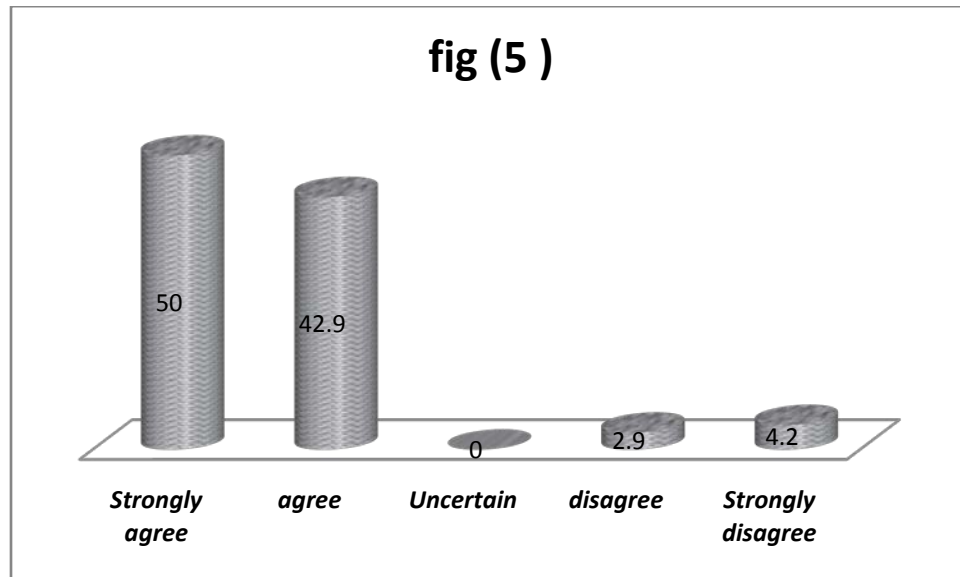
Valid	Frequency	Percentage
Strongly agree	40	57.1
Agree	25	35.7
Uncertain	0	0
Disagree	3	4.3
Strongly disagree	2	2.9
<b>Total</b>	<b>70</b>	<b>100</b>



It is clear from the above table No.(4 ) and figure No (4 ) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " teachers do not make enough listening and speaking activities ". There were (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (2) persons with 2.9% were strongly disagree.

Table No (5) **Priority to oral language is not given.**

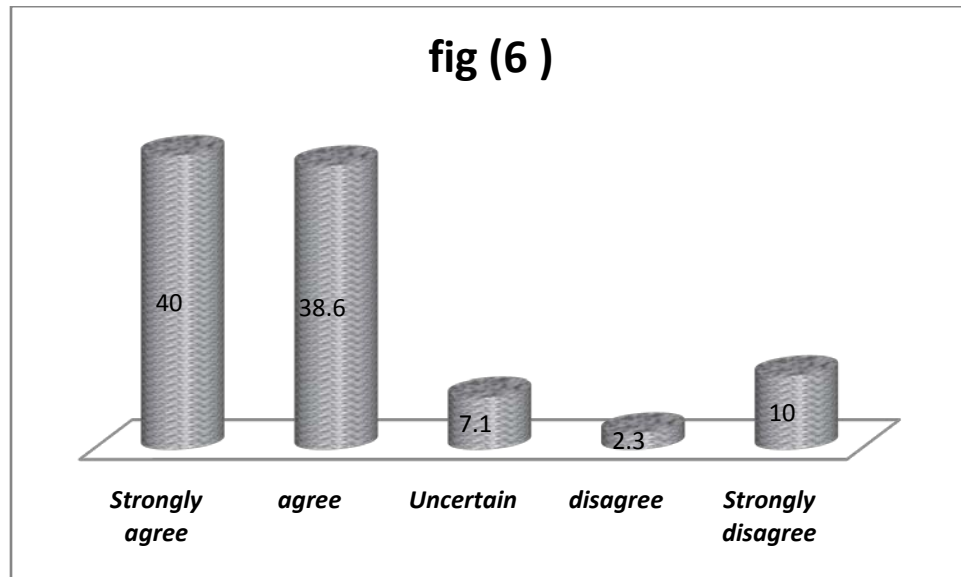
Valid	Frequency	Percentage
Strongly agree	35	50
Agree	30	42.9
Uncertain	0	0
Disagree	2	2.9
Strongly disagree	3	4.2
<b>Total</b>	<b>70</b>	<b>100</b>



It is clear from the above table No.(5 ) and figure No (5 ) that there are (35) persons in the study's sample with percentage (50.0%) strongly agreed with " all of our exams are written so we do not give priority to oral languages ". There are (30) persons with percentage (42.9%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 4.2% were strongly disagree.

**Table No (6) Lack of practicing hinders communication.**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	28	40
<b>Agree</b>	27	38.6
<b>Uncertain</b>	5	7.1
<b>Disagree</b>	3	2.3
<b>Strongly disagree</b>	7	10
<b>Total</b>	<b>70</b>	<b>100</b>

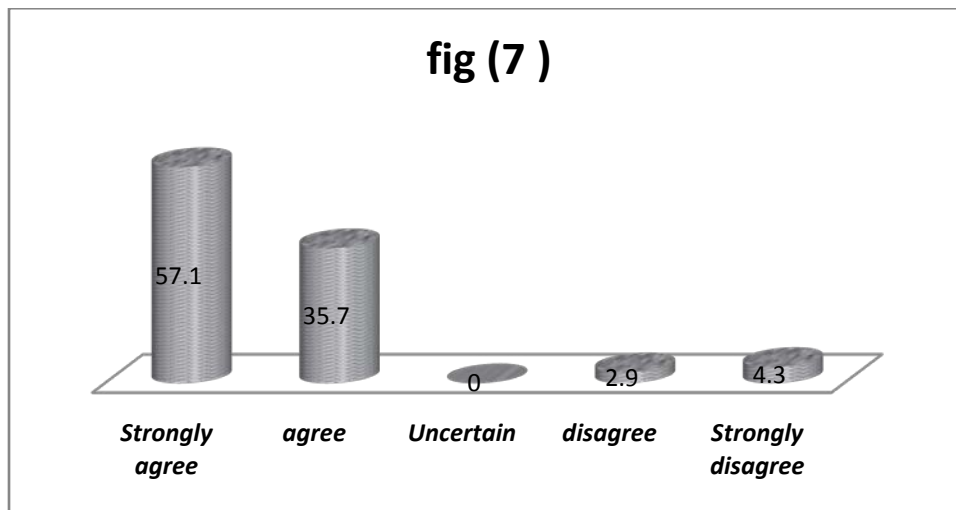


It is clear from the above table No.(6 ) and figure No (6 ) that there are (28) persons in the study's sample with percentage (40.0%) strongly agreed with " lack of practice of English languages hinders student to communicate ". There were (27) persons with percentage (38.6%) agreed with that, and (5) persons with percentage (7.2%) were not sure that, and (3) persons with percentage (2.3%) disagreed. and (7) persons with 10.0% are strongly disagree.

**Hypothesis: listening and speaking are not practiced among students**

**Table No (7): English text book depends mainly on writing and grammar**

Valid	Frequency	Percentage
Strongly agree	40	57.1
Agree	25	35.7
Uncertain	0	0
Disagree	2	2.9
Strongly disagree	3	4.3
<b>Total</b>	<b>70</b>	<b>100</b>

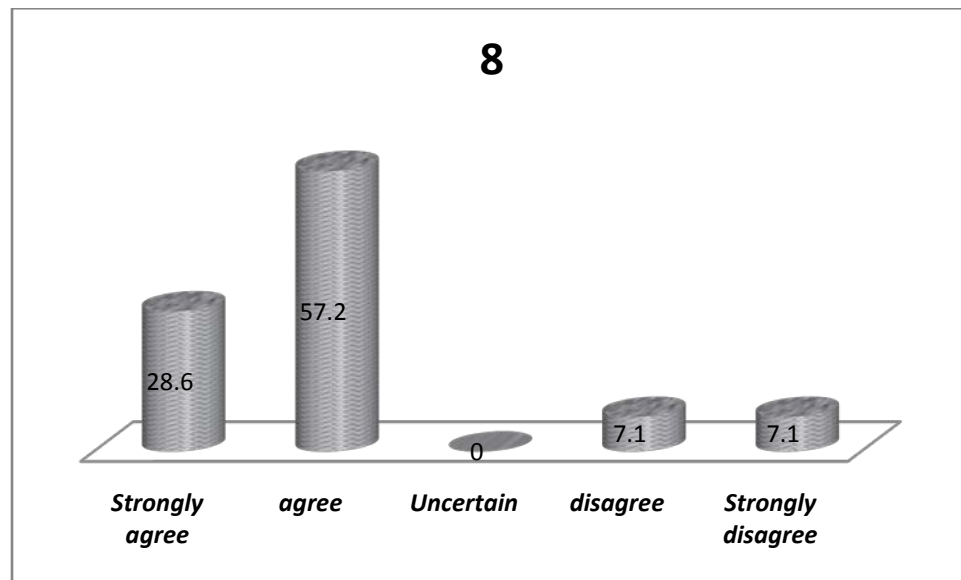


It is clear from the above table No.(7 ) and figure No (7 ) that there were (40) persons in the study's sample with percentage (57.1%) strongly agreed with "English text book depends mainly on teaching writing and grammar than teaching listening and speaking ". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 3.4% were strongly disagree.

**Statement No. (8): students and their parents focus on passing tests**

**Table No (8)students and their parents focus on passing tests**

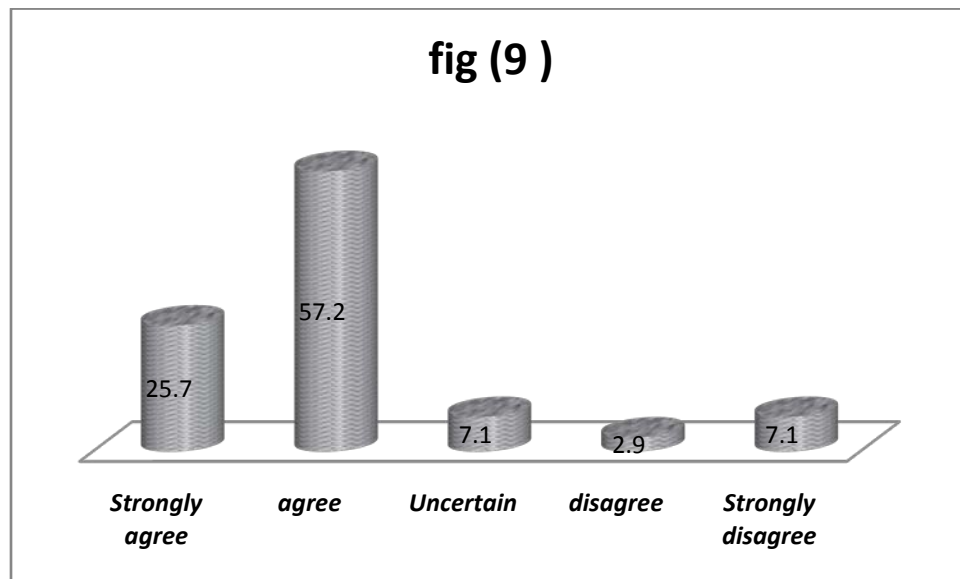
<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	20	28.6
<b>Agree</b>	40	57.2
<b>Uncertain</b>	0	0
<b>Disagree</b>	5	7.1
<b>Strongly disagree</b>	5	7.1
<b>Total</b>	<b>70</b>	<b>100</b>



It is clear from the above table no. (8)And figure No (8) that there were (20) persons in the study's sample with percentage (28.6%) strongly agreed with “students and their parents focus on passing tests ”. There are (40) persons with percentage (57.2%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (5) persons with percentage (7.1%) disagreed. and (5) persons with 7.1% were strongly disagree.

Table No (9)English text book don't include listening and speaking activities

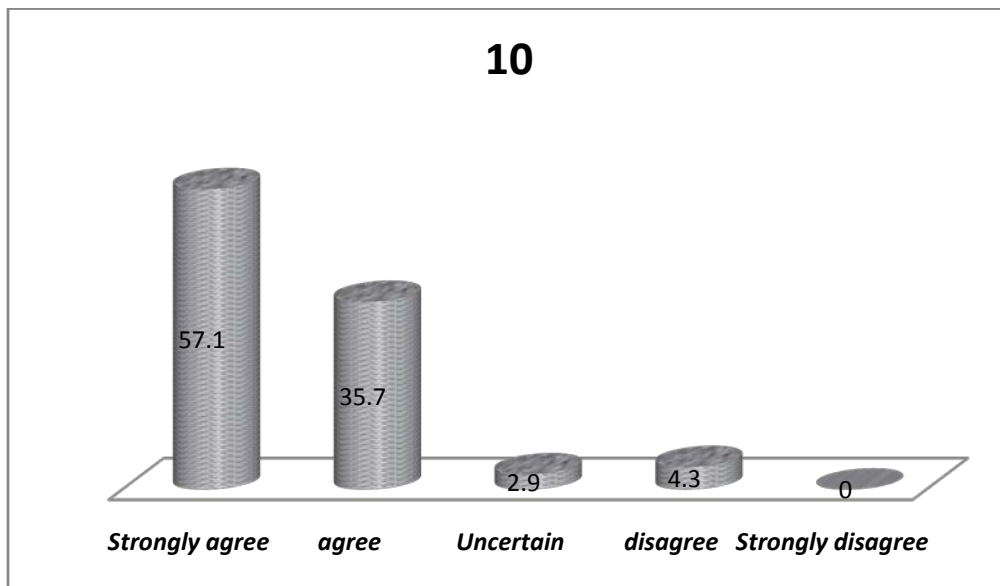
Valid	Frequency	Percentage
Strongly agree	18	25.7
Agree	40	57.2
Uncertain	5	7.1
Disagree	2	2.9
Strongly disagree	5	7.1
Total	70	100



It is clear from the above table no. (9)And figure No (9) that there were (18) persons in the study's sample with percentage (25.7%) strongly agreed with "English text book don't include listening and speaking activities ". There are (40) persons with percentage (57.2%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (5) persons with 7.1% were strongly disagree.

Table No (10)there are no listening and speaking tests in the assessment of education’s system

Valid	Frequency	Percentage
Strongly agree	40	57.1
Agree	25	35.7
Uncertain	2	2.9
Disagree	3	4.3
Strongly disagree	0	0
<b>Total</b>	<b>70</b>	<b>100</b>

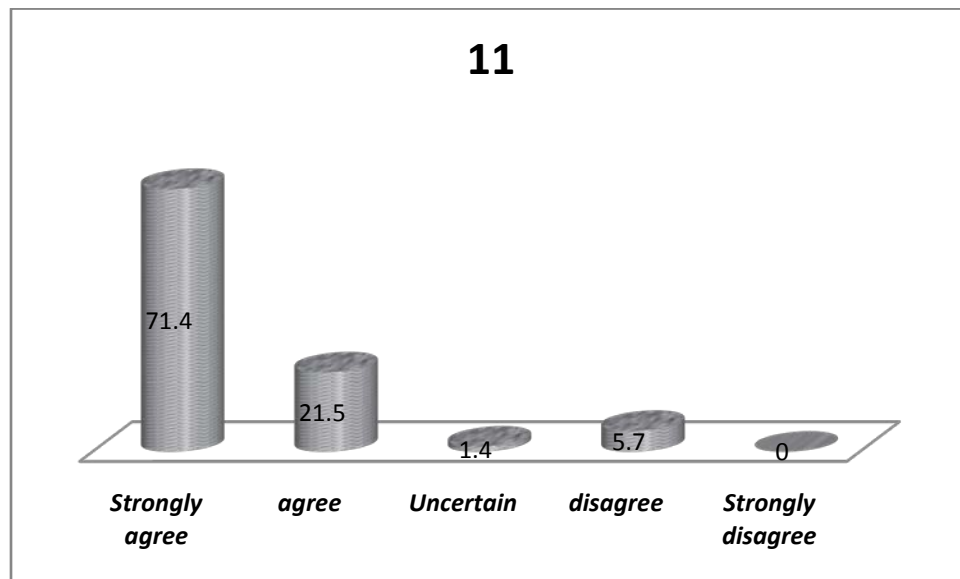


It is clear from the above table no. (10) And figure No (10) that there were (40) persons in the study's sample with percentage (57.1%) strongly agreed with “there were no listening and speaking tests in the assessment of education’s system”. There were (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (0) persons with 0.0% were strongly disagree.



**Table No (11) teachers don't have enough knowledge about teaching listening and speaking**

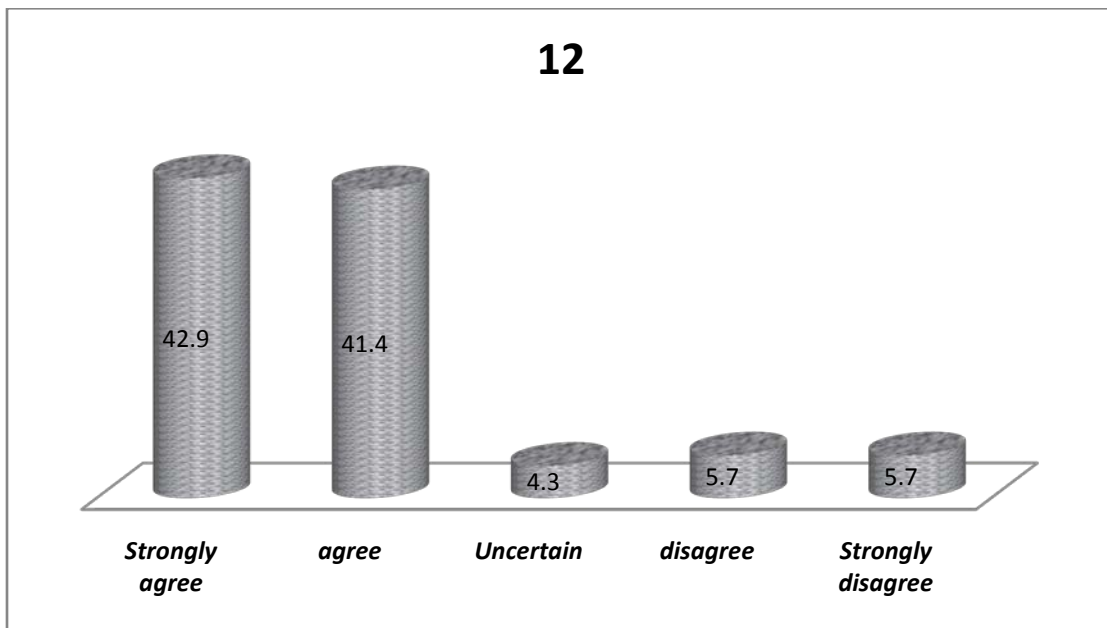
Valid	Frequency	Percentage
Strongly agree	50	71.4
Agree	15	21.5
Uncertain	1	1.4
Disagree	4	5.7
Strongly disagree	0	0
<b>Total</b>	<b>70</b>	<b>100</b>



It is clear from the above table no. (11) And figure No (11) that there were (50) persons in the study's sample with percentage (71.4%) strongly agreed with "teachers don't have enough about teaching listening and speaking ". There were (15) persons with percentage (21.5%) agreed with that, and (1) persons with percentage (1.4%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (0) persons with 0.0% were strongly disagree.

Table No (12 teachers don't motivates to listen and speak in English

Valid	Frequency	Percentage
Strongly agree	30	42.9
Agree	29	41.4
Uncertain	3	4.3
Disagree	4	5.7
Strongly disagree	4	5.7
<b>Total</b>	<b>70</b>	<b>100</b>

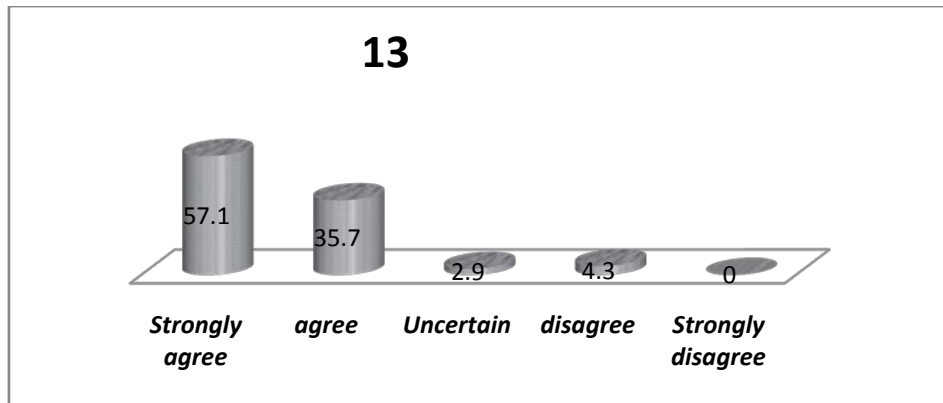


It is clear from the above table no. (12)And figure No (12) that there were (30) persons in the study's sample with percentage (42.9%) strongly agreed with "teachersdon't motivates to listen and speak in English ". There were (29) persons with percentage (41.4%) agreed with that, and (3) persons with percentage (4.5%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (4) persons with 5.7% were strongly disagree.

***Hypothesis: Practical strategies can improve teaching Listening and speaking.***

**Table No (13)listening to the radio and watching TV can improve communication**

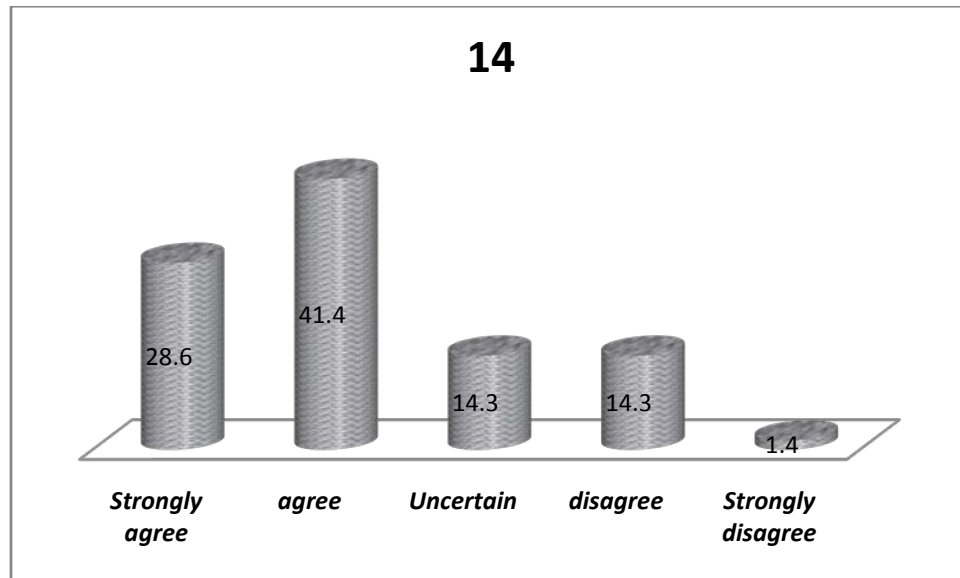
Valid	Frequency	Percentage
Strongly agree	40	57.1
Agree	25	35.7
Uncertain	2	2.9
Disagree	3	4.3
Strongly disagree	0	0
<b>Total</b>	<b>70</b>	<b>100</b>



It is clear from the above table no. (13) And figure No (13) that there were (40) persons in the study's sample with percentage (57.1%) strongly agreed with "listening to the radio and watching TV can improve communication ". There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (4.3%) disagreed. and (0) persons with 0.0% were strongly disagree

Table No (14) **technological aids can improve student's skills**

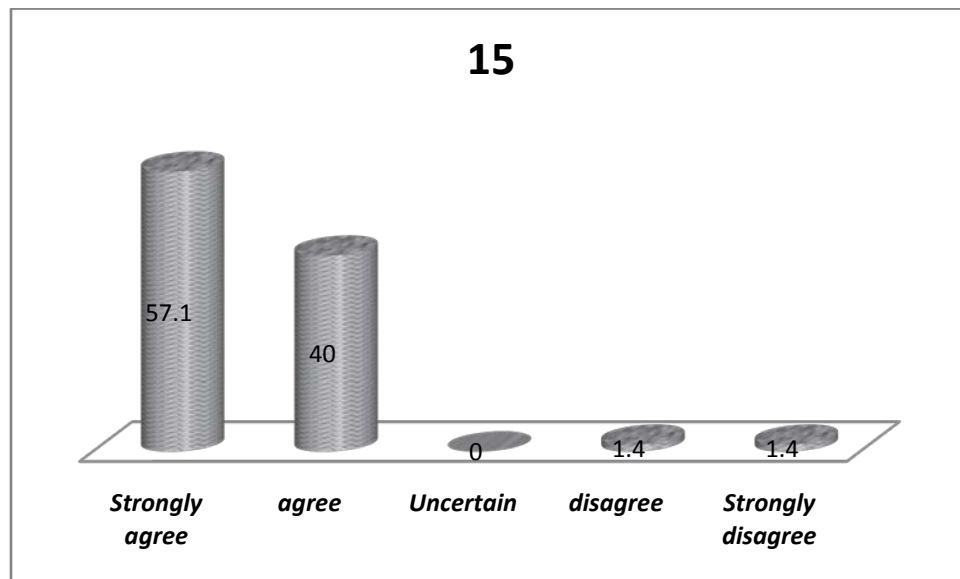
Valid	Frequency	Percentage
Strongly agree	20	28.6
Agree	29	41.4
Uncertain	10	14.3
Disagree	10	14.3
Strongly disagree	1	1.4
<b>Total</b>	<b>70</b>	<b>100</b>



From the above table no. (14) And figure No (14) It is clear that there were (20) persons in the study's sample with percentage (28.6%) strongly agreed with “technological aids can improve student’s skills”. There are (29) persons with percentage (41.4%) agreed with that, and (10) persons with percentage (14.3%) were not sure that, and (10) persons with percentage (14.3%) disagreed. and (1) persons with 1.4% were strongly disagree.

**Table No (15)number hours of English languages per week should be increased**

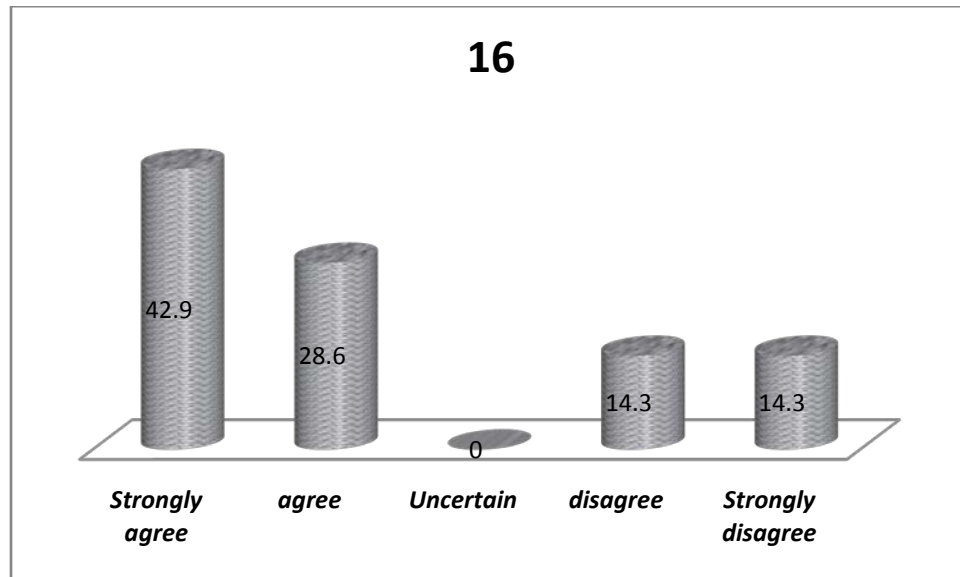
<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	40	57.1
<b>Agree</b>	28	40
<b>Uncertain</b>	0	0
<b>Disagree</b>	1	1.4
<b>Strongly disagree</b>	1	1.4
<b>Total</b>	<b>70</b>	<b>100</b>



From the above table no. (15) And figure No (15) It is clear that there were (40) persons in the study's sample with percentage (57.1%) strongly agreed with "number of English languages per week should be increased ". There are (28) persons with percentage (40.0%) agreed with that, and (0) persons with percentage (0.0%) were not sure that, and (1) persons with percentage (1.4%) disagreed. and (1) persons with 1.4% were strongly disagree

Table No(16)modern teaching methods should be adopted by teachers

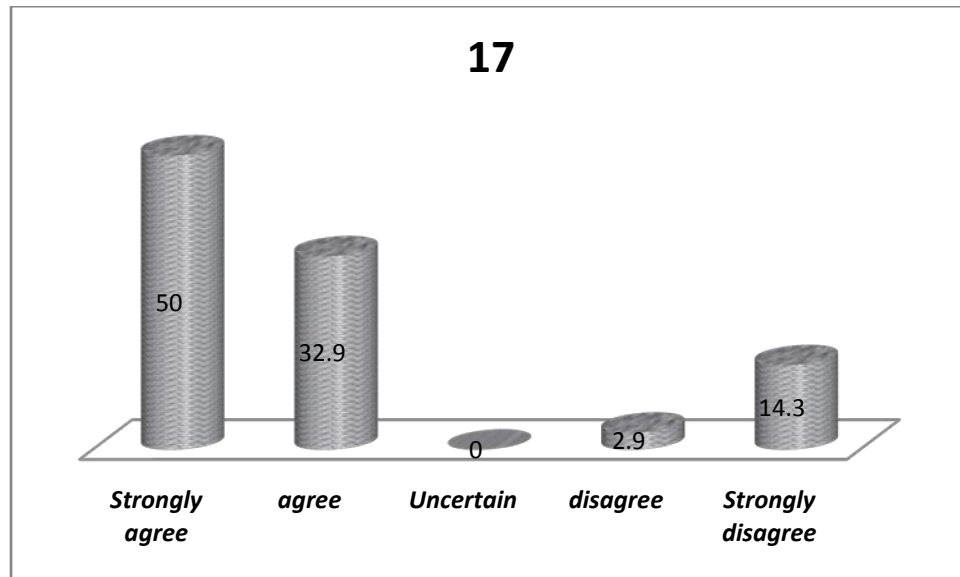
Valid	Frequency	Percentage
Strongly agree	30	42.9
Agree	20	28.6
Uncertain	0	0
Disagree	10	14.3
Strongly disagree	10	14.3
<b>Total</b>	<b>70</b>	<b>100</b>



From the above table no. (16) And figure No (16) It is clear that there were (30) persons in the study's sample with percentage (42.9%) strongly agreed with "modern teaching methods should be adopted by teachers ". There were (20) persons with percentage (28.6%) agreed with that, and (0) persons with percentage (0.0%) were not sure that, and (10) persons with percentage (14.3%) disagreed. and (10) persons with 14.3 % were strongly disagree.

Table No (17) teachers don't give priority to oral languages tests

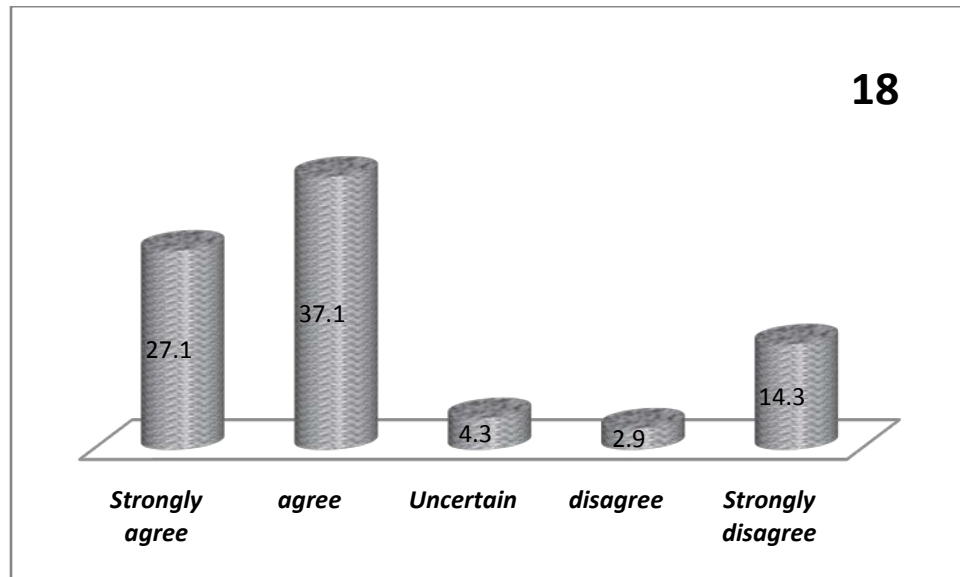
Valid	Frequency	Percentage
Strongly agree	35	50
Agree	23	32.9
Uncertain	0	0
Disagree	2	2.9
Strongly disagree	10	14.3
<b>Total</b>	<b>70</b>	<b>100</b>



From the above table no. (17) And figure No (17) It is clear that there were (35) persons in the study's sample with percentage (50.0%) strongly agreed with "teachers should give priority to oral languages tests ". There are (23) persons with percentage (32.9%) agreed with that, and (0) persons with percentage (0.0%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (10) persons with 14.3 % were strongly disagree.

Table No (18)computer can help student improving oral communication

Valid	Frequency	Percentage
Strongly agree	19	27.1
Agree	26	37.1
Uncertain	3	4.3
Disagree	2	2.9
Strongly disagree	10	14.3
<b>Total</b>	<b>70</b>	<b>100</b>



From the above table no. (18) And figure No (18) It is clear that there were (19) persons in the study's sample with percentage (27.1%) strongly agreed with "computer can help student improving oral communication". There were (26) persons with percentage (37.1%) agreed with that, and (3) persons with percentage (4.3%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (10) persons with 14.3 % were strongly disagree.



## Test of The Study's' Hypotheses

**Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis: *Sudanese schools students don't communicate orally.***

Nom	Statement	mean	SD	Chi square	p-value
1	During the school's year students do not have enough activities to communicate	2.6	0.8	27	0.000
2	The of hours for teaching and learning English does not enough	2.4	0.5	25.7	0.000
3	Teaching methods used by Sudanese teachers don't encourage student to communicate	2.3	0.7	23	0.000
4	teachers do not make enough listening and speaking activities	2.9	0.6	26	0.000
5	all of our exams are written so we do not give priority to oral languages tests	2.5	0.5	32	0.000
6	lack of practice of English languages hinders student to communicate	2.7	2	25	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "During the school's year students do not have enough activities to communicate

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " The hours for teaching and learning English does not enough"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teaching methods used by Sudanese teachers don't encourage student to communicate

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “teachers do not make enough listening and speaking activities

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “all of our exams are written so we do not give priority to oral languages tests

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (6) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “lack of practice of English languages hinders student to communicate.

According to the previous result we can say that the first hypothesis of the study is accepted.

**Chi-Square Test Results for Respondents' Answers of the questions of the Hypothesis: *listening and speaking are not practiced in the classroom.***

Nom	Statement	mean	SD	Chi square	p-value
1	English text book depends mainly on teaching writing and grammar than teaching listening and speaking	2.5	0.6	28	0.00
2	students and their parents focus on passing tests	2.6	0.8	27.7	0.00
3	English text book don't include listening and speaking activities	2.4	0.9	25.7	0.001
4	there are no listening and speaking tests in the assessment of education's system	2.4	0.5	35	0.008
5	teachers don't have enough about teaching listening and speaking	2.5	0.8	33	0.00
6	teachers don't motivates to listen and speak in English	2.6	0.8	27.7	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “English text book depends mainly on teaching writing and grammar than teaching listening and speaking

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (2) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “students and their parents focus on passing tests

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (3) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “English text book don’t include listening and speaking activities

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “there are no listening and speaking tests in the assessment of education’s system

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teachers don't have enough about teaching listening and speaking

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teachers don't motivates to listen and speak in English.

**According to the previous result we can say that the second hypothesis of the study is accepted.**

**Table No. (21) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis: Teaching strategies can improve listening and speaking**

Nom	Statement	mean	SD	Chi square	p-value
1	listening to the radio and watching TV can improve communication	2.7	0.4	25.6	0.00
2	technological aids can improve student's skills	3.0	0.7	27.5	0.00
3	number of English languages per week should be increased	2.7	0.6	24	0.00
4	modern teaching methods should be adopted by teachers	2.5	0.4	22	0.00
5	teachers should give priority to oral and aural languages tests	3.00	0.7	23	
6	computer can help student improving oral communication	2.7	0.6	24	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "listening to the radio and watching TV can improve communication

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "technological aids can improve student's skills

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "number of English languages per week should be increased

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "modern teaching methods should be adopted by teachers

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant



differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “teachers should give priority to oral and aural languages tests

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (6) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “computer can help student improving oral communication

**According to the previous result we can say that the third hypothesis of our study is accepted**

## ***THE ANALYSIS OF THE ORAL TEST***

### **Statistical Reliability for student's test**

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha-Cronbach coefficient Equation as the following:

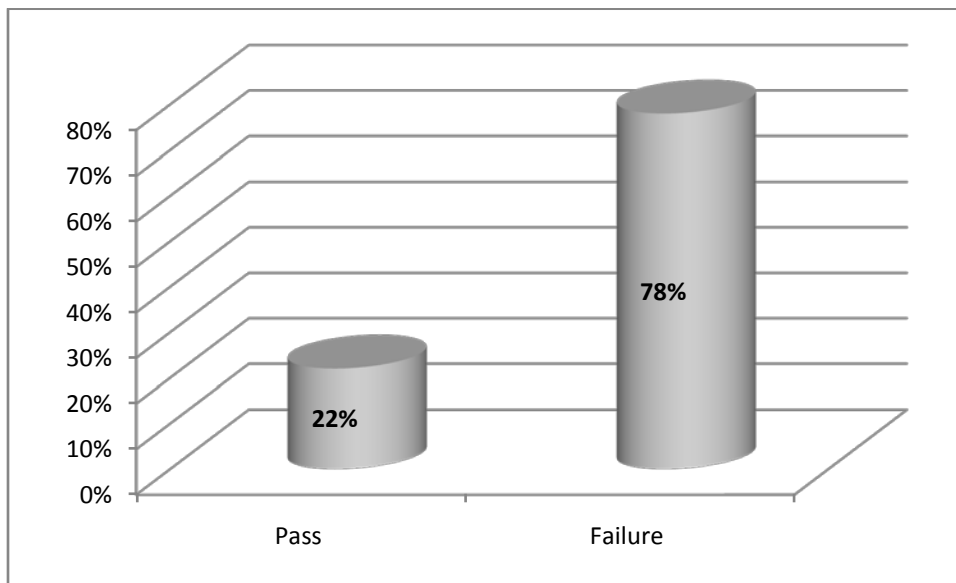
For calculating the validity and the reliability of the test from the above equation, the researcher distributed the attest to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table

### **Reliability Statistics**

<b>Cornbrach's Alpha</b>	<b>Number of questions</b>
<b>.85</b>	<b>10</b>

**Table No (1)theanswersof theQ number (1): (How old is Afzal?)**

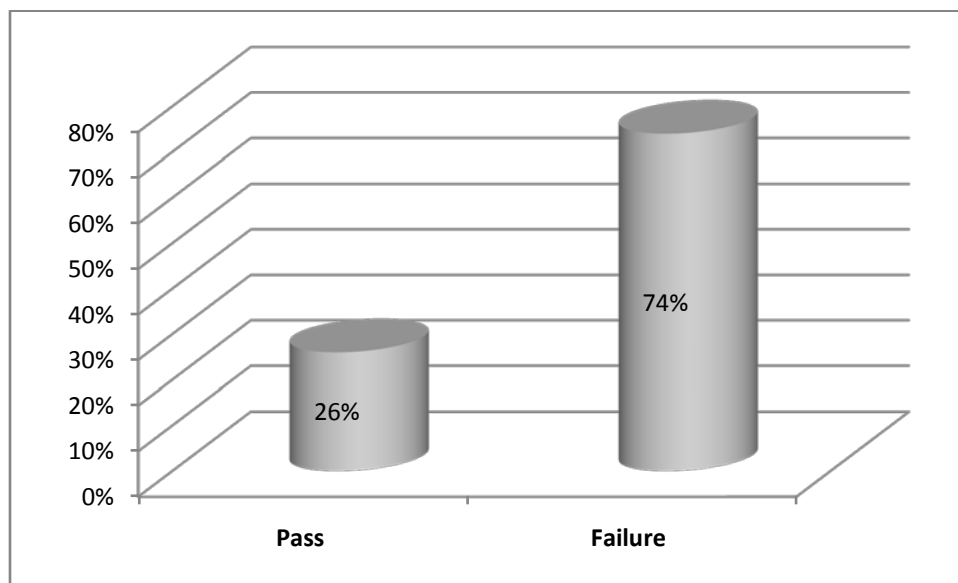
Answers	Frequencies	Percentage
Pass	11	22%
Failure	39	78%
Total	50	100



from the above table No.(1) and figure No (1) it's shown that there are only (11) students in the study's sample with percentage ( 22%) were passed the question number (1 ), and There were (39 ) students with percentage (78 %) were failed to pass the question.

**Table No (2) the answers of Q number (2) :(Where does he live? )**

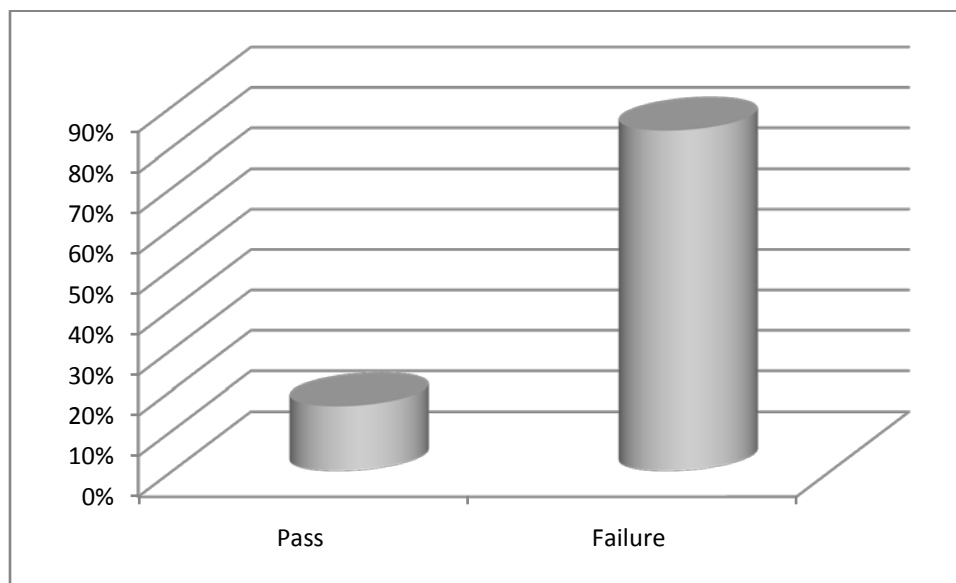
Answers	Frequencies	Percentage
Pass	13	26%
Failure	37	74%
Total	50	100



from the above table No.( 2 ) and figure No ( 2 ) it's shown that there were only (13) students in the study's sample with percentage ( 26%) were passed the question number (2 ), and There were (37 ) students with percentage (74 %) were failed to pass the question.

**Table No ( 3 ) the answers of Q number (3) :(What is his friend?)**

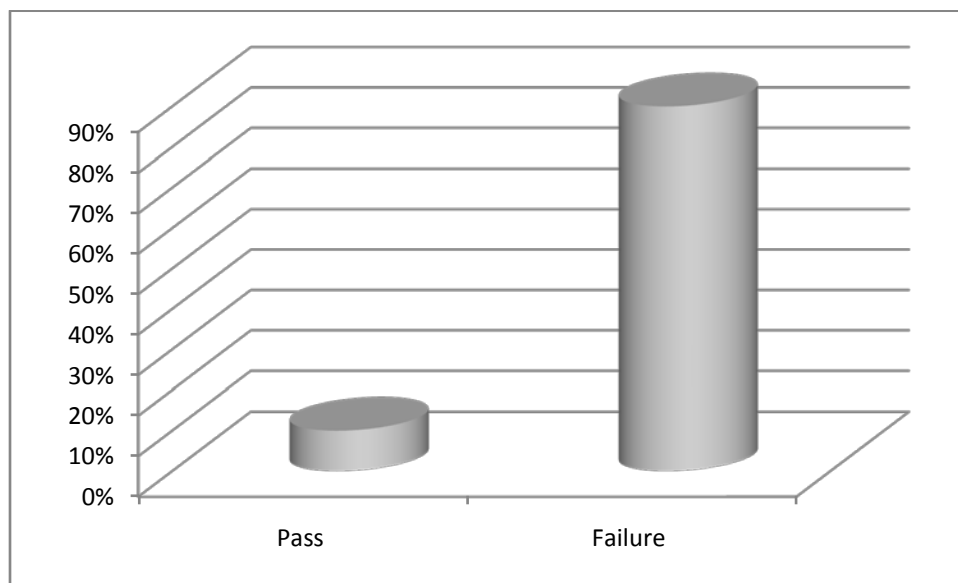
Answers	Frequencies	Percentage
Pass	8	16%
Failure	42	84%
Total	50	100



from the above table No.( 3 ) and figure No ( 3 ) it's shown that there are only ( 8 ) students in the study's sample with percentage ( 16%) were passed the question number ( 4), and There were ( 42 ) students with percentage ( 84 %) were failed to pass the question .

**Table No (4) answers of Q number (4) :(How old is Zach?**

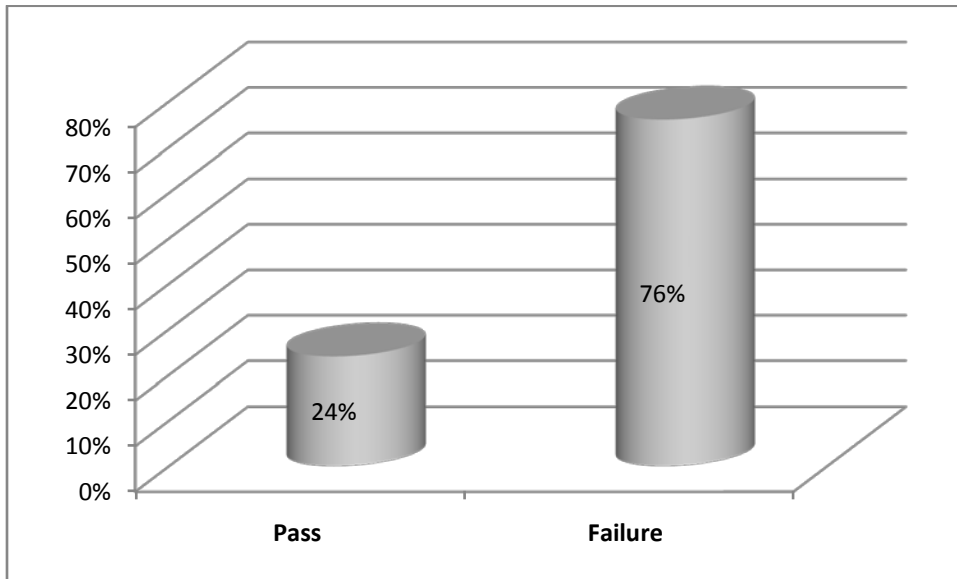
Answers	Frequencies	Percentage
Pass	5	10%
Failure	45	90%
Total	50	100



from the above table No.( 4) and figure No ( 4 ) it's shown that there were only (5) students in the study's sample with percentage ( 10%) were passed the question number (4 ), and There were (45 ) students with percentage (90 %) were failed to pass the question.

**Table No (5) answers ofQ number (5) :(What food does Zach like?)**

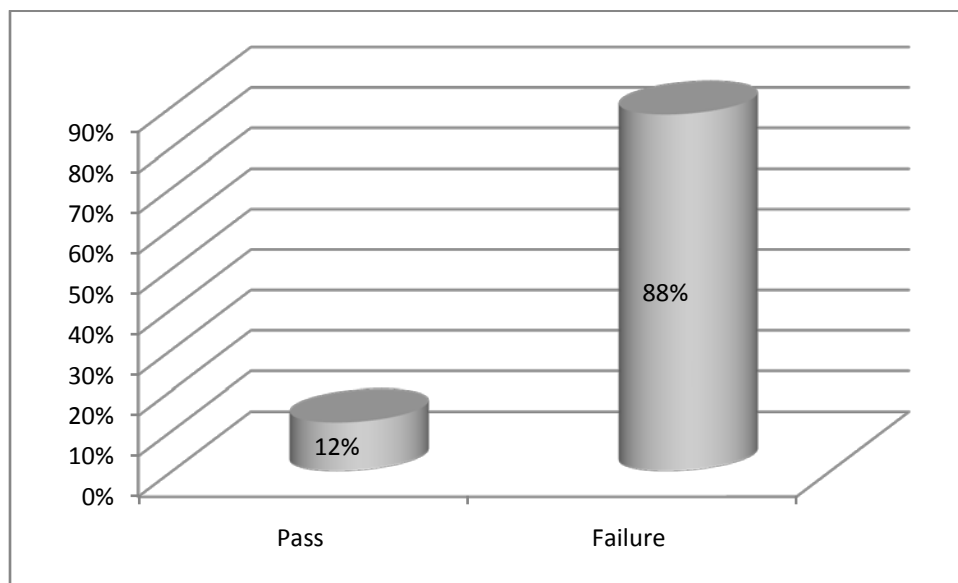
Answers	Frequencies	Percentage
Pass	12	24%
Failure	34	76%
Total	50	100



from the above table No.(5) and figure No (5) it's shown that there were only (12) students in the study's sample with percentage (24%) were passed the question number (5), and There were (34) students with percentage (76%) were failed to pass the question

**Table No (6) TheAnswers ofQ number (6) :(What are Afazal hobbies? )**

Answers	Frequencies	Percentage
Pass	6	12%
Failure	44	88%
Total	50	100

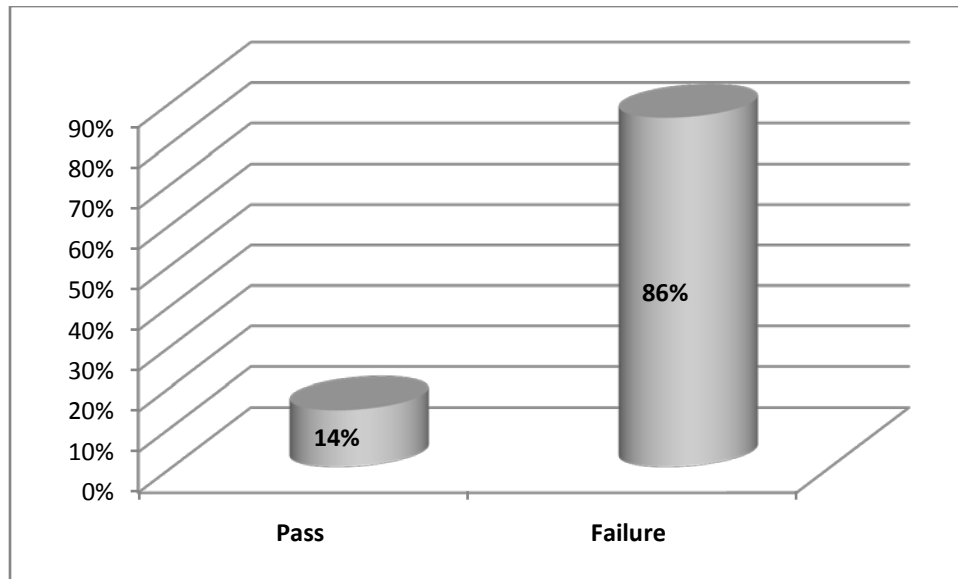


from the above table No.(6) and figure No (6) it's shown that there were only (6) students in the study's sample with percentage ( 12%) were passed the question number (6 ), and There were (44 ) students with percentage (88 %) were failed to pass the question.



**Table No (7) The Answers ofQ number (7) :(Why Zack asking Dave not to be leave cigarettes butts out in the garden?)**

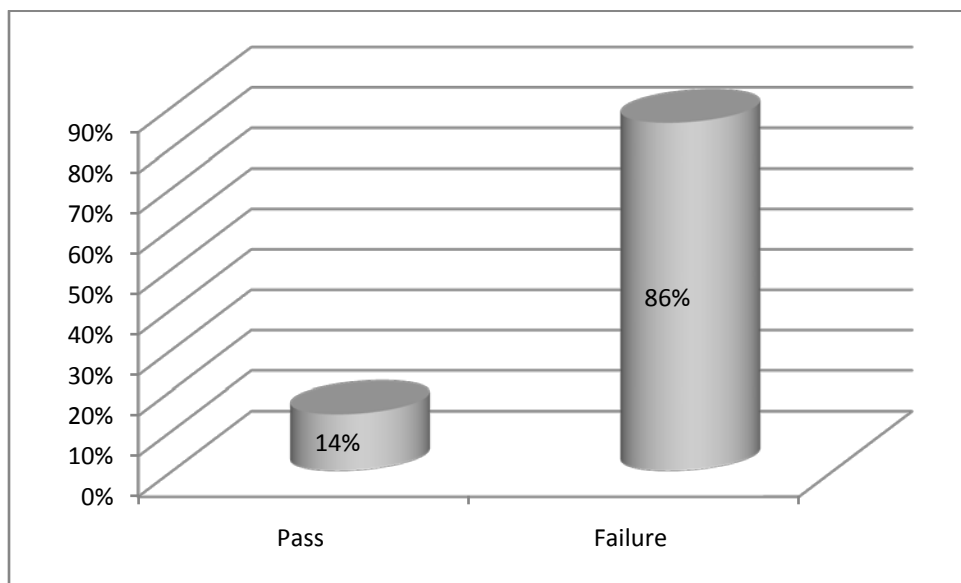
Answers	Frequencies	Percentage
Pass	7	14%
Failure	43	86%
Total	50	100



from the above table No.(7) and figure No (7) it's shown that there were only (7) students in the study's sample with percentage ( 14%) were passed the question number (7 ), and There were (43 ) students with percentage (86 %) were failed to pass the question.

**Table No (8) The Answers of Q number (8) : (Why Dave used to be marine thoughts )**

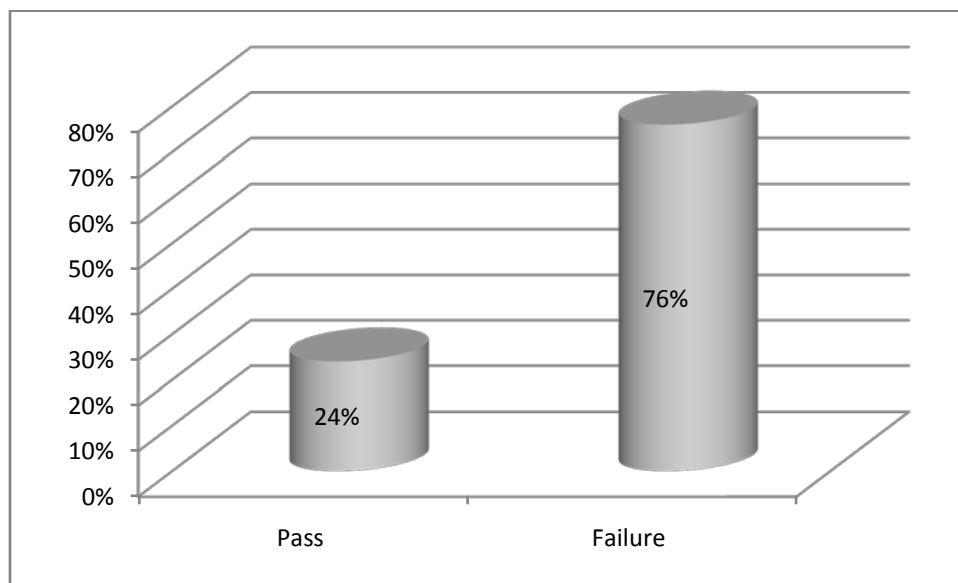
Answers	Frequencies	Percentage
Pass	7	14%
Failure	43	86%
Total	50	100



From the above table No.(8) and figure No (8) it's shown that there were only (7) students in the study's sample with percentage (14%) were passed the question number (8), and There were (43) students with percentage (86%) were failed to pass the question.

**Table No (9) TheAnswers of Q number (9): (Does Dave agree with Zach or not? )**

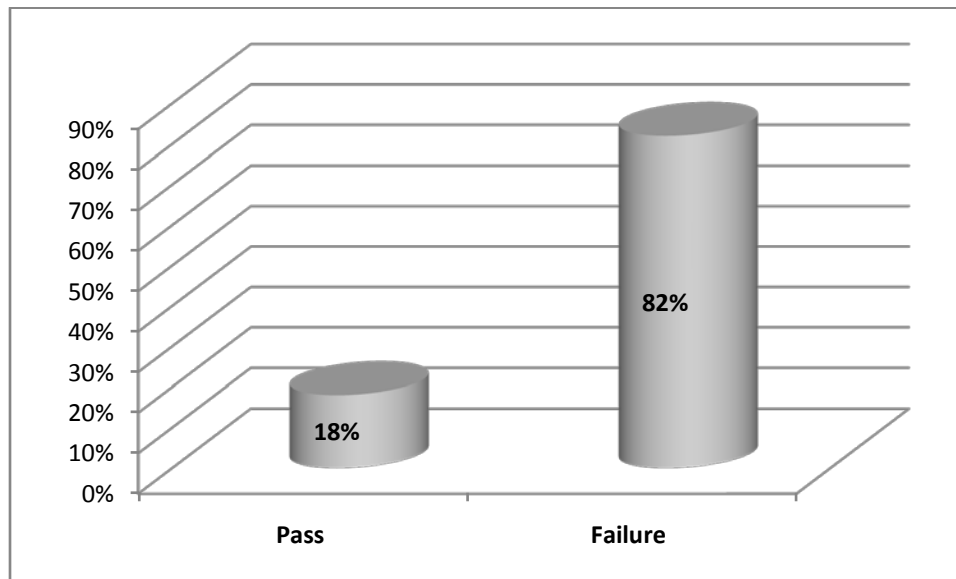
Answers	Frequencies	Percentage
Pass	12	24%
Failure	38	76%
Total	50	100



From the above table No.( 9) and figure No (9) it'sshown that there were only (12) students in the study's sample with percentage ( 24%) were passed the question number (9 ), and There were (38 ) students with percentage (76 %) were failed to pass the question.

**Table No ( 10 ) The Answers of Q number (10) : (Who is Zach's teacher? )**

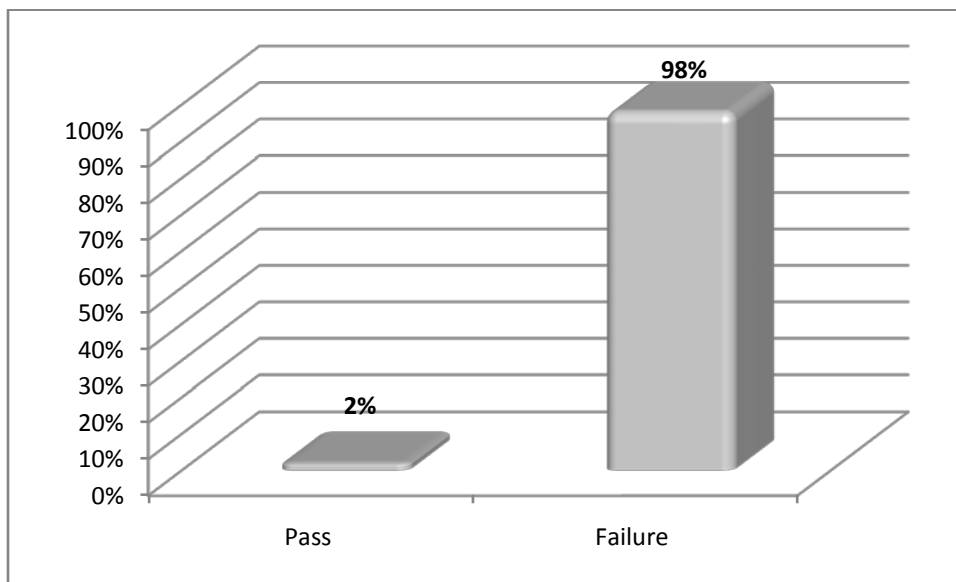
Answers	Frequencies	Percentage
Pass	9	18%
Failure	41	82%
Total	50	100



From the above table No.(10) and figure No (10) it's shown that there were only (9) students in the study's sample with percentage ( 18%) were passed the question number (10 ), and There were (41 ) students with percentage (82 %) were failed to pass the question.

**Table No (11) The Frequency Distribution for the Respondent's Answers of allQs test**

Answers	Frequencies	Percentage
Pass	1	2%
Failure	49	98%
Total	50	100



From the above table No.(11) and figure No (8) it's shown that there were only (1) students in the study's sample with percentage ( 2%) were passed the question number (11 ), and There were (49 ) students with percentage (98 %) were failed to pass the question.

**Table No (12) Student's Responses of the Oral Test to all Qs**

Questions	Correct		Wrong		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	11	22%	39	88%	<b>Accept</b>
Question 2	13	26%	37	74%	<b>Accept</b>
Question 3	8	16%	42	84%	<b>Accept</b>
Question 4	5	10%	45	90%	<b>Accept</b>
Question 5	13	26%	37	74%	<b>Accept</b>
Question 6	6	12%	42	88%	<b>Accept</b>
Question 7	7	14%	43	86%	<b>Accept</b>
Question 8	7	14%	43	86%	<b>Accept</b>
Question 9	12	24%	38	76%	<b>Accept</b>
Question10	9	18%	41	82%	<b>Accept</b>

From this table no. (12). For the **test** it's clear that the number of students who having the wrong answers is greater than the number of correct answers with percent so we accept our hypothesis is accepted and the following t-test will support this results

**Table (13) one sample oral test for all questions**

Question s	N	SD	t-value	DF	p-value
1	50	0.2	12.6	49	0.00
2	50	1.81	7.4	49	0.00
3	50	2.6	14	49	0.00
4	50	3.5	23	49	0.00
5	50	2.4	11	49	0.00
6	50	1.2	12	49	0.00
7	50	5.2	24	49	0.00
8	50	3.2	33	49	0.00
9	50	2.2	23	49	0.00
10	50	1.2	32	49	0.00
For all	50	4.03	15.50	49	0.00

The calculated value of TEST for the significance of the differences for the respondent's answers in all questions in the test greater than the tabulated value of TEST at the degree of freedom (49) and the significant value level (0.05%) which was (2.34). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this means that the hypothesis is accepted.

# Findings and Recommendations

## 5.0 Introduction:

This chapter comprises the summary of the results, recommendations as well as suggestions for further studies. It presents the final harvest of the study.

### 5.1: Summary of the Findings:

As far as the answers about the questions of the first hypothesis are concerned, the results show the following:

1. Teachers don't give students enough activities during the school year in order to communicate effectively.
2. Teachers don't use the modern method to encourage students to communicate.
3. Teachers don't focus on listening and speaking activities to enhance the communication.

The overall is strongly agree and from the results it has been noticed that the first hypothesis that states: Increasing the activities of communication and the practice of teaching and learning and the activities of listening and speaking and the using of modern methods and giving the priority to oral language tests and encouraging the confidence and increasing the knowledge of vocabulary is fulfilled.

The answers about the questions of the second hypothesis show the following results:

1. English textbooks don't include listening and speaking activities.



2. Teachers don't make listening and speaking tests.
3. Teachers don't increase their knowledge about teaching listening and speaking.

From the above results, the researcher sees that the second hypothesis that states “ English language students at secondary schools in Khartoum locality are able to communicate successfully if the relevant skills in them are well developed and cultivated, its results are fulfilled.

The answers about the questions of the third hypothesis show the following

Results:

1. Technological aids such as electronic dictionary can improve students' skills and make schools fun.
2. Listening to the radio and watching T.V can improve communication.
3. Computer can help students learning and improving oral and aural communication.

From the above results it has been noticed that. Listening to the radio and watching TV and technological aids and increasing the time of teaching and learning and using the modern method of teaching and giving priority to oral and aural language and using computer these components can enhance communication and from these results the third hypothesis is fulfilled.

## ***Chapter Five: Findings and Recommendations***

**According to the results and findings of the study the following recommendations are presented:**

Oral communication at secondary schools should be taught through effective means of technology rather than the traditional methods of teaching

Textbooks should be revised to be updated so as to cope with the current deedof development. It is very important to devote reasonable spaces in the textbooks for oral communication side

Teachers should be well trained in how to teach oral communication effectively as well as giving them chances to activate the techniques of teaching oral communication

The skills of learning oral communication in students' personality should be raised and encouraged

Teachers should put confidence in English language students when they want to talk orally

**Teachers should encourage their students to talk freely regardless of their mistakes.**

Course of oral communication as series at the beginning of teaching English for all levels of education should be designed.

## **5.4 Suggestions for Further Study**

1. Investigating oral communication problems at basic school students.
2. Research is needed to investigate the reasons for weakness in EFL reading and writing skills.
3. This study is limited to 70 EFL teachers. Hence conducting the same study with greater number of EFL teachers is needed to obtain additional significant results.
4. This study in urban area the same study can be done in rural one.
5. The role of syllabus' designers in designing courses for secondary school students orally.
6. Investigating the best ways through which oral communication can be developed.

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## APPENDICES

### Teacher's Questionnaire

Teacher's Questionnaire consists of 18 items divided into six themes; the first is about the hindrance of communication, the second deals with practice of listening and speaking at secondary schools and the last sheds light on the strategies of teaching listening and speaking at secondary schools. The items consist of five variables response.

1. During the school's year students don't have enough activities to communicate.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

2. The number of hours for teaching and learning English is not enough.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

3. Teaching methods used by Sudanese teachers don't encourage students to communicate

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

4. Teachers don't make enough listening and speaking activities.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

5. Most of our exams are written, so we don't give priority to oral language tests.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

6. Lack of vocabulary knowledge and confidence hinder students to communicate.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

7. The English textbook depends mainly on teaching writing and grammar rather than teaching listening and speaking.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

8. Students and their parents focus on passing test.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

9. English textbook don't include listening and speaking activities.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	

10. There are no listening and speaking tests in the assessment system.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

11. Teachers have not enough knowledge about teaching listening and speaking.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

12. Teachers don't encourage and motivate students to listen and speak in English.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

13. Listening to the radio and watching T.V can improve communication.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

14. Technological aids can improve student's skills and make school fun.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

15. Time of teaching and learning English should be increased.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

16. Teaching methods by the teachers should be encourage and motivate students.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

17. We should give priority to oral and aural language tests.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

18. Computer can help students learning and improving oral communication.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

Written by:

**Elfadil Abdel Kareem Ahmed Mohammed**

## Students' Oral Test

**Prepared by: Elfadil Abdu AL Kareem Ahmed**

This oral test is prepared for secondary schools students. It is a story about someone called Afzal. After listening to the story, students should have to answer the questions so as to test the retrieval strategy for calling information.

My name's Afzal I am twenty-years of age. I live in east Oxford a shared house with a friend of mine, her name is Sue and she is a yoga teacher. I live there along with someone else called Dave. And my little boy who is five and half years old, his name is Zach, he lives with me for half a week and then he goes off to his mother, she also lives in Oxford, and he goes to school not far from where she lives, he goes to primary school, he likes sweets and biscuits and cartoons and dressing up, he like playing with water pistols and having round to stay, he likes birthday parties and ice-cream. My hobbies... I like music, gardening, reading, poetry and a little painting- that is oil and not watercolors. I also like to sing in the bath, but I don't do that very often, because there is generally someone in the house like I said before, it is a shared house, and we all have to mind what we do. The other day I was in the garden and I my little boy asking Dave, not to leave the cigarettes butts out in the garden, he said that was because Mrs. Martin his teacher, said, cigarettes butts were poisonous, and the birds would eat them, so we shouldn't do this. Dave who used to be marine thoughts this was very funny, but said that he wouldn't leave any more cigarettes butt in the garden.

### **Answer the following questions:**

1. How old is Afzal? .....
2. Where does he live? .....
3. What is his friend? .....
4. How old is Zach?.....
5. What food does Zach like? .....
6. What are Afzal 'hobbies? .....
7. Why Zach asking Dave not to leave cigarettes butts out in the garden?
8. Why Zackused to be a  
marinethoughts?.....
9. Does Dave agree with Zach or not? .....
10. Who is Zach's teacher?.....